LONG ISLAND UNIVERSITY

LIU BROOKLYN & POST COLLABORATIVE MASTER OF SOCIAL WORK PROGRAM

PRACTICUM FORMS & APPENDICES

Rev. August 2025

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MASTER OF SOCIAL WORK
PROGRAM PRACTICUM
APPENDICES

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APPENDIX A

LONG ISLAND UNIVERSITY

MSW Foundation Year Practicum Application

Academic Year 2024-2025

LIU Social Work Department
Field Education Office
LIU Post: (516) 299-2467 or 3924 FAX (516) 299-3912
LIU Brooklyn: (718) 488-1025 FAX (718) 780-4303

Foundation Practicum Application for the 2024-2025 Academic Year

All students must return this form, a resume, and the required essay to the Field Education Department at the appropriate campus (see contact information above). Upon receipt, a field education administrator will contact you for an interview. At the interview, the field education administrator will explore various placements with you, provide you with agency information, and advise you on how to arrange and complete an interview with the agency. After interviewing with your potential practicum instructor, and mutually agreeing to the appropriateness of the placement, contact the field education administrator. Your selection **must** be confirmed by the Field Education Department to be considered finalized. It is your responsibility to arrange mutually agreed upon internship attendance days and hours with the agency practicum instructor or supervisor for the upcoming semesters [some combination of days and hours that do not conflict with your class schedule].

Please note that most practicum sites provide MSW supervision during the work week from 9:00 a.m. to 5:00 p.m. However, a limited number of placements are available on evenings and weekends, where students can receive supervision on the weekends. Students must inquire with the Director of the Field Education Department regarding their eligibility for an employment-based field placement.

While attending the practicum, you will also be required to take a child abuse detection identification and reporting course. The course is available online, for free, at: https://www.nysmandatedreporter.org***. This course is also a requirement for degree conferral and licensure in New York State.***

**Students in practicum placement are covered by LIU malpractice/liability insurance, but it is also recommended that students purchase malpractice insurance for themselves. You can explore options through NASW here: https://www.naswassurance.org*

Internship Placement Days

14 hours per week approx.: September- May

____Monday
____Tuesday
____Wednesday
____Thursday
____Friday

Check *anticipated* concentration for 2nd year:

____Undecided

____Substance Use and Mental Health

____Child & Family Welfare
____Forensic Social Work

Name_____ID #_____

Date: _____

Address_____

Home Phone# _____

Work Phone #_____

E-mail address_____

Cell Phone #_____

Best method for contacting you during the summer months: _____

****Are you a part-time student?_____yes ____no*

Undergraduate education:

Degree_____Year graduated_____
College or University_____Major_____

Previous graduate education:

Degree_____Year graduated_____
College or University_____Major_____

Work Experience

Present Employer_____
Address_____

Will you be employed while you are in the MSW program?_____Yes_____No If yes, how many hours per week do you anticipate working? _____

Please attach a current resume reflecting all present and previous work experience.

If you are considering completing your practicum requirement at your current place of employment, you must request and receive approval from the Field Education Office in writing, pending the satisfaction of certain criteria.

Please indicate here if you are considering this option. _____YES _____NO _____MAYBE

Transportation

Do you have a driver's license?_____YES _____NO
If you previously had a license, was it revoked?_____YES _____NO

Do you have access to an automobile? _____YES _____NO
Do you have automobile insurance? _____YES _____NO

Geographical Considerations

Where you will be residing during your graduate studies? Please provide the address

_____

_____

Please rank from **1** to **3** [1 indicating your first preference and 3 your third preference], the geographical regions in which you would prefer to complete your practicum placement. Please note that many practicum placements may require additional travel.

____Nassau County
____Suffolk County
____Brooklyn
____Queens
____Bronx
____Manhattan
____Staten Island
____New Jersey
_____Other (please specify) _____

Area of Practice Preferences

Please rank from **1 to 5** [1 indicating your first preference and 5 your fifth preference] the area of practice in which you would prefer to complete your internship placement and/or are considering entering upon graduation from the MSW program. If there is one area of practice you do not wish to work in, please mark it with an "X." We will do our best to accommodate your preferences, although we cannot guarantee it. **Please remember in the first year, the goal is to provide you with a generalist practice internship experience, and therefore, you may be placed in any available social work setting with appropriate supervision.**

_____*Administration/Nonprofit Management*

_____*Adolescent/Child Welfare*

_____*Aging*

_____*Alcohol and Substance Abuse*

_____*Clinical Practice*

_____*Community Organization/Planning*

_____*Corrections/Criminal Justice*

_____*Disabilities*

_____*Family Services*

_____*LGBTQIA*

_____*Group work*

_____*Health/Medical*

_____*HIV/AIDS*

_____*Homelessness*

_____*Hospice*

_____*Legislative*

_____*Mental Health*

_____*Developmental Disabilities*

_____*Occupational [EAP]*

_____*Women's issues*

_____*Public Assistance/Welfare*

_____*Rehabilitation*

_____*School Social Work*

_____*Other (please specify)*

Special considerations

Please identify any languages that you speak fluently other than English:

_____

Please indicate any professional licenses or certifications that you hold:
Title:_____Licensing/ State:_____Licensing #_____

Do you have any conditions/ special needs that your practicum agency/supervisor should be made aware of?
Yes _____ No _____

*If yes, please explain*_____

Have you ever been convicted of a felony? _____Yes_____No

*If yes, please explain*_____

Have you ever been convicted of a misdemeanor involving domestic violence or the endangerment or maltreatment of a child? _____Yes_____No
If yes, please explain_____

Risk Management

Your acceptance into certain internship placements may be dependent on a criminal background check, and/or the ability to meet requirements concerning health insurance, immunization, documentation [usually required in health care settings], and/or checking on your auto liability insurance if you use your personal vehicle in transporting agency clients, etc. It is advised that you discuss these issues with the potential practicum instructor and/or agency representative at the time of your interview.

Some practicum placements may be at locations that involve potential risks to your health and safety. You are advised to discuss the management of these risks (i.e., protocol for handling violent clients) with the appropriate practicum instructor or agency representative. As a student intern, it is your responsibility to become informed of and to comply with the agency's policies and practices to minimize any risks to your safety.

Students desiring entrance into a health-care profession or occupation should be aware that the presence of a criminal record can result in the inability to meet either program objectives and/or licensing/certification/registration requirements. Moreover, a clinical site may prevent a student from participating in a clinical rotation should a background check reveal a criminal conviction. To the extent that you feel that a past experience may have a negative impact upon your ability to complete this program and obtain licensure, please bring this to our attention.

An important part of your professional education is acknowledging the limits of your knowledge and skills and avoiding situations that are not in your area of competence. Should any questions arise requiring knowledge or skill that you are lacking, you must see your practicum instructor and/or faculty practicum liaison immediately.

Students are required to take a **child abuse prevention and detection** course or provide proof that they have taken the course. The course is available online, for free at: *https://www.nysmandatedreporter.org*,

University liability insurance covers students in practicum placement WHEN registered. Therefore, **students must be registered for practicum placement PRIOR to starting internship hours**. *Students are encouraged to purchase additional **malpractice insurance**. You can explore the NASW coverage here: https://www.naswassurance.org*

I have read the above and understand that practicum placement involves risks, including personal injury, illness, and even death. I also understand that it is my responsibility to 1) take the child abuse prevention and detection course and 2) become apprised of and comply with all agency policies and practices concerning my safety and welfare in the internship placement. I accept these risks. PLEASE ASK ANY QUESTIONS BEFORE SIGNING!

I am aware of the LIU MSW Field Education Manual, and I understand that I am responsible for the policies and procedures presented in it.

_____ _____

Signature Date

Please complete the required narrative portion of this form (instructions on the following page). Your application will not be considered complete without this. Thank you.

Narrative

Please type your responses on a separate sheet of paper. The answer to each question should be between 250 and 500 words. Your answers provide your faculty practicum liaison and prospective practicum instructors with a writing sample and relevant information about your background and professional goals. Please put your signature and ID number on each page of the narrative.

1. Summarize your previous educational, work, and/or volunteer experiences and discuss how they might transfer/ contribute to your practice in the field as a student intern.
2. Discuss why you selected the field of practice preferences (#1 and #2) on page 3. Why do you feel other fields of practice (marked with a #5 or an X) might not be appropriate for you?
3. Attach a copy of your resume.

I understand that the Field Education Department and the agencies that accept students for placement work closely together to provide me with an opportunity to meet the learning objectives of the practicum instruction course for which I am applying and then to evaluate my progress toward meeting them. To this end, practicum instructors, faculty practicum liaisons, faculty, and placement coordinators may share information about my work on the placement site. I realize that it is my responsibility to inform the Field Education Department if I have any reason to believe that a particular placement site is a potential conflict of interest for me.

_____ _____

Student Signature Date

****Reminder: You should make a copy of this three-part application and all related submissions. The original will be kept in the field instruction office. Any or all parts of this application may be shared with the practicum site. One copy is for your records.**

For Office Use Only:

_____**Practicum/Program Orientation**
_____**Practicum Seminar Requirements**
_____**Malpractice insurance**
_____**Child abuse reporting class**
_____**Practicum dates and intersession attendance**
_____**Practicum manual**

APPENDIX B

LONG ISLAND UNIVERSITY

MSW Concentration Year
Practicum Application Academic Year 2024-2025

LIU/Social Work Department – Field Education Department
LIU Post: (516) 299-3714 or 3924 FAX (516) 299-3912
LIU Brooklyn: (718) 488-1025 FAX (718) 780-4303

Concentration Year F Practicum Application for the 2024-2025 Academic Year

All students must return this form, a resume, and the required essay to the Field Education Department at the appropriate campus (see contact information above). Upon receipt, a field education administrator will contact you for an interview. At the interview, the field education administrator will explore various placements with you, provide you with agency information, and advise you on how to arrange and complete an interview with the agency. After interviewing with your potential practicum instructor, and mutually agreeing to the appropriateness of the placement, contact the field education administrator. Your selection **must** be confirmed by the Field Education Department to be considered finalized. It is your responsibility to arrange mutually agreed upon internship days and hours with the agency practicum supervisor for the upcoming semesters [some combination of days and hours that do not conflict with your class schedule].

Please note that most practicum sites do not provide MSW supervision after 5:00 PM or on the weekends. Students should, therefore, expect to complete their mandated minimum of 200 hours (first-year MSW) or 250 hours (second-year MSW) per semester during the work week.

While attending the internship practicum, you will also be required to take a child abuse detection identification and reporting course. The course is available online, for free, at: https://www.nysmandatedreporter.org***. This course is also a requirement for licensure in New York State.***

**Students in practicum placement are covered by LIU malpractice/liability insurance, but it is also recommended that students purchase malpractice insurance for themselves. You can explore options through NASW here: https://www.naswassurance.org*

Internship Placement Days

17 hours per week approx.: September- May

____Monday
____Tuesday
____Wednesday
____Thursday
____Friday

Check concentration for 2nd year:

____Substance Use and Mental Health
____Child & Family Welfare
____Forensic Social Work

Name_____ID #_____Date_____

Address_____Home Phone# _____

_____ Work Phone #_____

E-mail address_____Cell Phone #_____

Best method for contacting you during the summer months: _____

**Please notify the Field Education Department if there are any changes in the above information.*

Undergraduate education:
Degree_____Year graduated_____
College or University_____Major_____

Previous graduate education:
Degree_____Year graduated_____
College or University_____Major_____

Work Experience

Present Employer_____

Address_____

Will you be employed during your tenure in the MSW program?_____Yes___No
*If yes, how many hours per week do you anticipate working?*_____

Please attach a current résumé reflecting all present and previous work experience and practicum internship experience.

If you are considering completing your internship requirement at your current place of employment, you must request and receive approval from the Field Education Department in writing pending the satisfaction of certain criteria. Please indicate here if you are considering this option.___YES_____NO_MAYBE

Transportation

Do you have a driver's license?_____YES_____NO
If you previously had a license, was it revoked?_____YES_____NO

Do you have access to an automobile?_____YES_____NO
Do you have automobile insurance?_____YES_____NO

Geographical considerations

Where will you be residing during your graduate studies? Please provide the address.

_____
_____
_____

Please rank from **1 to 3** [1 indicating your first preference and 3 your third preference], the geographical regions in which you would prefer to complete your internship placement. *Please note that many internship placements may require additional travel:*

____Nassau County
____Suffolk County
____Brooklyn
____Queens
____Bronx
Manhattan
Staten Island
New Jersey
Other (please specify) _____

Area of practice preferences

*Please rank from **1 to 5** [1 indicating your first preference and 5 your fifth preference], the area of practice in which you would prefer to complete your practicum placement and/or are considering entering upon graduation from the MSW program. If there is one area of practice you **do not** wish to work in, please mark it with an "X." We will do our best to accommodate your preferences, though we cannot guarantee it. Please remember that in the second year, the goal is to place you in the area of your concentration.*

_____Aging
_____Alcohol and Substance Abuse
_____Administration/Nonprofit
_____Management
_____Adolescent/Child Welfare
_____HIV/AIDS
_____Homelessness
_____Hospice
_____Legislative

_____Clinical Practice
_____Community Organization/Planning
_____Corrections/Criminal
_____Disabilities
_____Domestic/Family Violence
_____Family Services
_____LGBTQIA
_____Group Work
_____Health/Medical
_____Mental Health
_____Developmental Disabilities
_____Occupational [EAP]
_____Public Welfare Justice
_____Rehabilitation
_____School Social Work
_____Women's Issues
_____Other (Please specify)

Special Considerations

Please identify any languages that you speak fluently **other than English**:

_____

Do you have any conditions/ special needs that your practicum agency/supervisor should be made aware of?

_____Yes_____No

*If yes, please explain*_____

Please indicate any professional licenses or certifications that you hold:

Title:_____ State:_____ Licensing #_____

Have you ever been convicted of a felony? _____Yes_____No

*If yes, please explain*_____

Have you ever been convicted of a misdemeanor involving domestic violence or the endangerment or maltreatment of a child? _____Yes_____No

*If yes, please explain*_____

Risk Management

Your acceptance into certain practicum placements may be dependent on a criminal background check, and/or the ability to meet requirements concerning health insurance, immunization, documentation [usually required in health care settings], and/or checking on your auto liability insurance if you use your personal vehicle in transporting agency clients, etc. It is advised that you discuss these issues with the potential practicum instructor and/or agency representative at the time of your interview.

Some practicum placements may be at locations that involve potential risks to your health and safety. You are advised to discuss the management of these risks (i.e., protocol for handling violent clients) with the appropriate practicum instructor or agency representative. As a student intern, it is your responsibility to become informed of and to comply with the agency's policies and practices to minimize any risks to your safety.

Students desiring entrance into a health-care profession or occupation should be aware that the presence of a criminal record can result in the inability to meet either program objectives and/or licensing/certification/registration requirements. Moreover, a clinical site may prevent a student from participating in a clinical rotation should a background check reveal a criminal conviction. To the extent that you feel that a past experience may have a negative impact upon your ability to complete this program and obtain licensure, please bring this to our attention.

An important part of your professional education is acknowledging the limits of your knowledge and skills and avoiding situations that are not in your area of competence. Should any questions arise requiring knowledge or skill that you are lacking, you must see your practicum instructor and/or faculty practicum liaison immediately.

Students are required to take a **child abuse prevention and detection** course, or provide proof that you have taken the course. The course is available online, for free at: *https://www.nysmandatedreporter.org*,

University liability insurance covers students in practicum placement WHEN registered. Therefore, **students must be registered for practicum placement PRIOR to starting internship hours**. *Students are encouraged to purchase additional **malpractice insurance**. You can explore the NASW coverage here: https://www.naswassurance.org*

I have read the above and understand that there are risks, including personal injury, illness, and even death, involved in practicum placement. I also understand that it is my responsibility to 1) take the child abuse prevention and detection course 2) become apprised of and comply with all agency policies and practices concerning my safety and welfare in the practicum. I accept these risks. **PLEASE ASK ANY QUESTIONS BEFORE SIGNING!**

I am aware of the LIU MSW Practicum Education Manual, and I understand that I am responsible for the policies and procedures presented in it.

_____ _____

Signature Date

Please complete the required narrative portion of this form (instructions on following page). Your application will not be considered complete without this. Thank you.

Narrative

Please type your responses on a separate sheet of paper. The answer to each question should be between 250 and 500 words. Your answers provide your field liaison and prospective practicum instructors a writing sample and relevant information about your background and professional goals. Please put your signature and student I.D. number on each page of the narrative.

1. Summarize your first-year experience in your internship placement. Describe your assignments and any areas for future growth.

2. Describe why you choose your area of specialization.

I understand that the Field Education Department and the agencies that accept students for placement work closely together to provide me with an opportunity to meet the learning competencies of the practicum instruction course for which I am applying and then to evaluate my progress toward meeting them. To this end, practicum instructors, faculty practicum liaisons, faculty, and placement coordinators may share information about my work in the placement site. I realize that is it is my responsibility to inform the Field Education Department if I have any reason to believe that a particular placement site is a potential conflict of interest form.

_____ _____

Student Signature Date

****Reminder: You should make a copy of this three-part application and all related submissions. The original will be kept in the field education department office. Any or all parts of this application may be shared with the practicum site. The copy is for your records.**

APPENDIX C

LONG ISLAND UNIVERSITY

Student Confirmation of Practicum

Student
Name
Student
Address:

Dear Student:

I am writing to inform you that your agency selection for practicum has been confirmed, and the necessary materials have been forwarded to your agency supervisor.

Please call the agency supervisor, listed at the bottom of this letter, at least a week before the semester starts to confirm the day of the week you will be reporting. You are expected to begin practicum the week of September 9th. Please dress appropriately for an agency setting and inquire as to any other agency protocol expected of a student intern.

You are required to attend practicum every week on the day(s) the agency is open, even if those days are school holidays. This includes intercession unless other arrangements are made with your supervisor. The reason for this is to provide continuous, uninterrupted service to your clients.

First-year MSW students are required to complete a minimum of 400 hours (exclusive of lunch) over the course of the fall and spring semesters. Second-year MSW students are required to complete a minimum of 500 hours (exclusive of lunch) over the course of the fall and spring semesters. You are required to make up any days missed due to absence for any reason. It is your responsibility to keep track of your hours every week and to have your supervisor sign off on the enclosed log sheet each week.

As always, feel free to call me with any concerns you may have. I wish you a productive and rewarding semester.

Sincerely,

Insert Agency Name and Address, Practicum Instructor, and Contact Information

APPENDIX D

LONG ISLAND UNIVERSITY

AGENCY FORM

LIU Social Work Department

(Please print or type in black ink.)

AGENCY NAME: _____

ADDRESS: _____

_____

_____

TELEPHONE: _____ FAX: _____

E-MAIL: _____ AGENCY WEBSITE: _____

EXECUTIVE DIRECTOR: _____

EDUCATIONAL COORDINATOR: _____

AGENCY SITES FOR THE PRACTICUM:

(Please list each practicum site and address. If students will by placed only in the main agency, proceed to the next question.)

1. _____ _____

2. _____ _____

3. _____ _____

4. _____ _____

PERSON(S) PROPOSED AS PRACTICUM INSTRUCTORS: *(Each proposed practicum instructor must complete the attached "Practicum Instructor's Experience Outline.")*

Name	NEW P.I.	EXPERINCED P.I.	SIPI NEEDED	SIFI/SIPI CERTIFICATION

WHICH ONE OF THE FOLLOWING CATEGORIES BEST DESCRIBES YOUR AGENCY?

_____Elder Services / Gerontology
_____Child and Family Welfare Agency
_____Community Organization Setting
_____Community-Based Multi-Service Center
_____Health Care Setting
_____Mental Health Program
_____Individuals with Special Needs

____School Setting
____Residential / Individual Living
____Substance Use Agency
_____Justice System Agency

Other (please describe) _____

_____

MAJOR MODALITIES USED*: (i.e. CBT, EMDR, Play Therapy, etc. if applicable)*

_____

_____

POPULATION SERVED BY YOUR AGENCY: *(check all that apply)*

___Children ___Adolescents __Adults ___Older Adults ___Individuals

___Families ___Groups ___Communities ___Organizations

What is the primary social work practice method employed in your agency?

___Casework ___Administration ___Group Work ___Research

___Community Organization ___ Clinical ___Other

What are your secondary social work practice methods employed in your agency?

___Casework ___Administration ___Group Work _Research

___Community Organization ____ Clinical ___Other

DESCRIBE THE VARIOUS ASSIGNMENTS STUDENTS CAN EXPECT IF PLACED IN YOUR AGENCY:

OTHER LEARNING EXPERIENCES AVAILABLE FOR STUDENTS IN YOUR AGENCY *(e.g., seminars, in-service training, research, activities,second method assignments, etc.)*

AVAILABLE PLACEMENTS

Please indicate numbers by primary practice method and year of study

Clinical	Case Management	Group Work	Community Org.	Administration
1st Year				
2nd Year				

Does your agency provide internship hours during the weekends? Yes ___ No __
Does your agency provide internship hours during the evening? Yes ___ No __
Does your agency provide remote internship hours? Yes ___ No __
Does your agency provide hybrid internship hours? Yes ___ No __

Does your agency provide any stipend for students? Yes _____ No __

Name of Person Completing This Form: _____

Date: _____

APPENDIX E

LONG ISLAND UNIVERSITY

PRACTICUM INSTRUCTOR'S
EXPERIENCE OUTLINE
LIU SOCIAL WORK DEPARTMENT

Practicum Instructor Name: _____

Title in Agency _____

Agency Name _____

Phone _____

Address _____

e-mail address: _____

Home (or Cell) Telephone _____
(for emergency use only)

Please attach a copy of your current resume and SIPI certification

FORM COMPLETION DATE: _____

Office Use Only
Academic Year: _____
Student Name: _____ **Program:** _____

APPENDIX F

LONG ISLAND UNIVERSITY

Practicum Instructor's Confirmation Letter

Dear [Supervisor]:

Thank you for interviewing and agreeing to serve as a practicum instructor for our MSW student, [insert student name], for the 2024-2025 academic year.

Our students will be starting their practicum placements on Monday, September 9, 2024.
[insert student name] is required to complete a minimum of {*400 hours for first-year students and 500 hours for second-year students}* over the course of the Fall and Spring semesters. (All required hours are exclusive of lunch.) As agreed upon in our contract, students will require at least 1 - 1½ hours of formal supervision a week. We require students to prepare and submit process recordings in supervision and to keep a journal of all hours and activities undertaken in the internship practicum.

Please refer to the second page of this letter, which describes the various forms enclosed herein, and note which forms need to be signed and returned to the Field Education Department. Your faculty practicum liaison is [insert faculty practicum liaison name]. Please feel free to discuss concerns about your student's progress in the practicum with [faculty practicum liaison name], who can be reached at [faculty practicum liaison contact information].

I have scheduled a Practicum Orientation on [Date TBA]. It will be held via Zoom, and a link will be emailed separately. We would be delighted if you could attend. This is an opportunity to meet with the students and the faculty practicum liaison prior to the start of the practicum.

Thank you once again for your anticipated cooperation and partnership with Long Island University's Social Work Program. If you have any questions about internship practicum policies and procedures, do not hesitate to contact me.

Very truly yours,

APPENDIX G

LONG ISLAND UNIVERSITY

LIU Social Work Department

Three-Party Agreement/
Learning Contract

Campus: Brooklyn_____ Post_____

Statement of understanding involving_____
(Student name)

_____

Agency name Practicum Instructor

EXPECTATIONS OF STUDENTS

I agree to:

1. *Inform myself and adhere to policies and requirements of the Social Work Program and practicum site in which I am placed.*
2. *Be committed to the welfare of clients while conducting myself in a professionally responsible manner.*
3. *Implement social work values and professional standards of behavior in accordance with the NASW Code of Ethics.*
4. *Participate fully and actively in my own learning by expressing my needs, evaluating my work, and acknowledging my areas of strength as well as those areas in need of further attention, development, and change.*
5. *I agree to the following responsibilities:*
    a) *Arrange an initial interview with the assigned internship site in order to meet the practicum instructor, clarify the agency location and purpose, starting date and hours, and understand the nature of the student role and assignments in the agency.*
    b) *Attend all required practicum orientations at the school practicum site.*
    c) *Keep confidential those interactions that I conduct, whether written or verbal, between the client, the agency, and myself in accord with the spirit of the NASW Code of Ethics.*

d) *Complete assigned tasks on time and in accordance with agency and school requirements.*
e) *Submit to my practicum instructor a weekly log sheet as well as a listing of any specific learning needs, questions, or dilemmas that I feel I need to confer on.*
f) *Notify my practicum instructor of lateness or absence at once and arrange to make up this time within two weeks.*
g) *Arrange for coverage of my clients during vacation periods and at the end of my placement.*
h) *Attend all meetings called by the field education department, faculty practicum liaison, or practicum site supervisor.*
i) *Inform the practicum instructor and faculty practicum liaison of any difficulty, personal or professional, that may affect my work time and/or performance.*
j) *Engage fully in the evaluation process, including the final evaluation.*

_____

Student Signature Date

LONG ISLAND UNIVERSITY

Expectations of Practicum Instructors and Agency Internship Sites

We,_____and_____
Agency *Practicum Instructor*

agree to share in the purpose of LIU's Social Work Program by helping to prepare students with a basic competence of graduate level professional social work practice. The agency/organization agrees to:

1. Consider referred students for acceptance without regard to race, ethnicity, religion, culture, gender, or sexual orientation.
2. Provide an experienced MSW-level practicum instructor who has completed the required Seminar in Practicum Instruction/Seminar in Practicum Instruction training and is committed to educating students for social work practice.
3. Assign at least one case by the second week of placement and increase the load at a pace that keeps the student challenged but not overwhelmed.
4. Assignments and training will be made with educational values as the primary consideration, appropriate to the student's level and skill.
5. *Help the student actively engage in the learning process by encouraging her/his own needs and to reflect on her/his own work continuously.*
6. Hold the student to accepted standards of professional behavior and notify the program immediately of any failure of the student to live up to the terms of this agreement.
7. *Prepare for the student's arrival by designating workspace and equipment, preparing case assignments, and orienting the student to the agency and the community.*
8. *Provide a minimum of one to one and a half hours of supervision at a regularly scheduled, mutually agreed upon time.*
9. Require at least two process recordings per week for first-year MSW students and at least three for second-year MSW students.
10. *Varied assignments to include clients from different cultural, social, and religious backgrounds and call for different helping roles, i.e., counseling, advocacy, brokerage, outreach, etc., where possible, including work with individuals, groups, families, and communities.*
11. *Provide ongoing feedback to the student on her/his progress in specific areas of practice.*
12. *Complete a detailed written evaluation of the student at the end of each semester, with the student as an active participant in the process. (The Social Work Program will*

provide the evaluation form.)

13. *Include students in staff meetings, training sessions, and other professional meetings whenever possible.*
14. *Attend all practicum instructors' meetings at the University whenever possible.*
15. *Provide ongoing feedback to the Social Work program regarding the administration of the practicum component.*
16. *Maintain contact with the faculty practicum liaison regarding student progress and performance.*
17. Arrange contingency assignments, supervision, accommodations, etc., in the event of the practicum instructor's absence.

_____ _____

Practicum Instructor *Date*

LONG ISLAND UNIVERSITY

Expectations of LIU MSW Program

I, _____ the Field Director of LIU's Social Work program, agrees to:

1. Provide written guidelines to the practicum instructor regarding the philosophy, curriculum, and requirements of the Social Work program.

2. Make an effort to coordinate student practicum days and hours with mutually agreed-upon times for the agency and supervisor.

3. Provide orientation for all entering MSW students and practicum instructors.

4. Arrange for regular planned exchange between the program and the agency by assigning a faculty practicum liaison to visit internship practicum agencies regularly to monitor educational competencies, student progress, and any other adjustment issues as they may arise.

5. Provide support to students at the beginning and throughout the placement.

6. Respond to any problem or concern of either student or agency in a timely fashion.

7. Include input from practicum instructors in the practicum curriculum development.

8. Provide educational forums, workshops, etc., to complement and reinforce the practicum learning experience.

9. Provide written guidelines to the practicum instructor regarding the preparation of student evaluations.

10. Provide students and agencies with feedback instruments for evaluating the practicum education and the Social Work program.

_____ _____

Field Director /Coordinator *Date*

APPENDIX H

LONG ISLAND UNIVERSITY

LIU MSW PROGRAM

Attendance Log

FALL PRACTICUM ATTENDANCE LOG

1st year students 200 minimum per semester or approx. 14 hours per week.
2nd year students 250 minimum per semester or approx. 17 hours per week
Please have your Practicum Instructor (PI) initial this form each week

Week of	Mon	Tues	Wed	Thurs	Fri		Total # of Hrs Weekly	PI Initials Weekly
Sept. 2	Labor Day							
Sept. 9								
Sept. 16								
Sept. 23								
Sept. 30								
Oct. 7								
Oct. 14	Indigenous People's Day							
Oct. 21								
Oct. 28								
Nov. 4								
Nov. 11	Veteran's Day							
Nov. 18								
Nov. 25				Thanksgiving				
Dec. 2								
Dec. 9								
Dec. 16				Last day of practicum				

Total Hours for the Semester: _____

Please Note: Practicum begins the first week of classes of the Fall and Spring semesters. The required number of practicum hours for the semester must be completed by December 18. Failure to do so may result in a grade of Incomplete (INC) for the semester. Completed Task Assignment Sheets are due to your Liaison no later than September 22nd. Attendance sheets are due to your liaison weekly. Mid-year Field Evaluations are due November 6th. Final evaluations are due Dec. 12th.

Student Name:_____ Practicum Instructor: _____

Student Signature:_____ PI Signature: _____

APPENDIX I

LONG ISLAND UNIVERSITY

LIU MSW PROGRAM

Sample Attendance Log

FALL PRACTICUM ATTENDANCE LOG

1st year students 200 minimum per semester or approx. 14 hours per week.
2nd year students 250 minimum per semester or approx. 17 hours per week
Please have your Practicum Instructor (PI) initial this form each week

Week of	Mon	Tues	Wed	Thurs	Fri		Total # of Hrs Weekly	PI Initials Weekly
Jan. 20	Labor Day							
Jan. 27								
Feb. 3								
Feb. 10								
Feb. 17	Presidents ' Day							
Feb. 24								
March 3								
March 10								
March 17								
March 24								
March 31								
April 7								
April 14								
April 21								
April 28								
May 5				Last day of practicum				

Total Hours for the Semester: _____

Please Note: Practicum begins the week of January 20th and the required number of internship practicum hours for the semester must be completed by May 8th. Failure to do so may result in a grade of Incomplete (INC) for the semester. Completed Task Assignment Sheets are due to your Liaison on January 30th. Attendance sheets are due to your liaison monthly. Mid-year Field Evaluations are due March 17th. Final evaluations are due May 1st.

Student Name:_____ Practicum Instructor: _____
Student Signature:_____ PI Signature: _____

APPENDIX J

LONG ISLAND UNIVERSITY

Suggested Format for Process Recordings

Name of Student: _____ Date:_____

Agency: _____
Names of clients (no last names)/others involved in
Session: _____

1. Pre-engagement comments/purpose of contract

The student should note in this section the purpose of the contact and any collateral contacts made on behalf of the client prior to this interview. The student should also include a brief working summary containing the status of the student's progress with this client's system thus far. Students may also indicate in this section how (s) they felt prior to engaging with the client system, if they had anxiety, were eager, etc.

2. Narrative

This section contains the script of the student's and client's nonverbal and verbal interactions that comprise the process of the interview. This should be an objective accounting of events, and the student's thoughts and feelings regarding the interaction. Alternating lines of '**client said**' and '**worker said**' may be incorporated into the summary.

3. Impressions

This section is for the students to interpret and assess the significance of verbal and nonverbal behaviors or events—what they believe is going on behind the veneer of the manifest interaction.

4. Concrete and abstract goals

This section is for the student to devise both short-term and long-term, concrete and abstract plans, goals, and/or interventions that can be employed to further service the client. The student notes not only those specific skills and services (s)he can and will provide, but also what (s)he sees as practical and realistic as opposed to ideal, but unattainable. A time frame should be included.

5. Questions and issues

This section affords the student the opportunity to raise questions relating to generalist practice, skills, or emotional reactions they may have had to interview or client.
Students can also ask for guidance in accessing further information, needed resources, clarification on policy or research issues, or readings on a given topic.

6. Hindsight

This section is solely for the student to assess her own professional intervention. It should answer the question, 'If I could do this interview all over again, what would I do differently, and why?'

APPENDIX K

LONG ISLAND UNIVERSITY

Application of the Basic Problem-Solving Process

The following is an illustration of the problem-solving process as it can be utilized by the practicum instructor in preparing the intern for engaging a client.

1. Assessment
   - Gather information about the client system
   - Clarify agency function and student role
   - Identify client strengths

2. Planning
   - Discuss agency programs and policies that apply to client contract
   - Discuss how the client feels about the service and how the case was referred
   - Clarify purpose of the contract and need to prioritize presenting problems and translate problems into needs

3. Intervention
   - Help student with anxiety of the first interview and expected client reactions
   - Clarify the need to contract with clients and work on proximate goals
   - Help students understand specific competencies and roles in the helping process; who will do what, by when? How will outcomes be measured?

4. Evaluation
   - Help student understand the need to co-develop and follow a plan with the client, monitor and recognize indicators of progress and revise the plan or re-contract when indicated and/or terminate service or refer out.

5. Termination
   - Assure the student that she need not be "placed" in the use of social work skills
   - Demonstration that the proper application of skills results in the termination of clients since the initial goals have been accomplished
   - Help the student work through her own feelings of separation and termination and how they affect the client

6. Follow-up
   - Assist the student in reviewing the case. In hindsight, what would they do differently?
   - Educate the student in understanding the need to evaluate work through research methods. This ensures better service to the client system. The ability to assess practice skills and sharpen them when necessary to become more effective as a generalist practitioner.

APPENDIX L

LONG ISLAND UNIVERSITY

First-year MSW Tasks-Assignments/Projects

LIU Social Work
Task Assignment Sheet
First-year MSW [SWK 701 & 702]

Student:_____Semester:_____Campus: _____

Agency:_____Days & Hours in Agency: _____

Faculty Practicum Liaison:_____Practicum Instructor: _____

All students are expected to have exposure to generalist practice experiences in the first year of practicum involving oppressed populations, diverse client systems, and varied practice modalities. You may check with your faculty practicum liaison if there are any concerns regarding the appropriateness of assignments. Please include staff meetings, educational in person seminars, supervisory conferences, and time spent preparing process or agency records in this list. Please indicate in the last column of the chart on the next page which competency [the number only] each assignment most closely corresponds. This list is to be submitted to the faculty practicum liaison no later than the conclusion of the third week of practicum. Please attach additional sheets if necessary.

Competencies in Practicum Education

The internship practicum component of LIU's social work program reflects and complies with the MSW program's goal and mission to prepare students with the capacity to successfully meet foundation and advanced program competencies. The competencies of the internship practicum component specifically stem from the program's goals. In addition, the practicum instruction competencies listed below were incorporated into the practicum instruction course outlines for I, II, III, and IV and all practicum evaluations.

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

(CSWE, EPAS 2022)

ASSIGNMENT DESCRIPTION	HOURS/WEEK (*must add up to 14 hours*)	#CSWE COMPETENCY

Describe your student's adjustment to his or her practicum setting thus far.

Describe your student's emerging strengths.

Note any concerns you have about your student.

Practicum Instructor's Signature Date

Student Signature *Date*

APPENDIX M

LONG ISLAND UNIVERSITY

Second year MSW Tasks-Assignments/Projects

LIU Social Work
Task Assignment
Sheet
Second year MSW [SWK 703 & 704]

Student:_____Semester:_____Campus: _____

Agency:_____Days & Hours in Agency: _____

Faculty Practicum Liaison:_____Practicum Instructor: _____

All students are expected to have exposure to specialized practice experiences in Substance Abuse, Forensics or Child & Family Welfare in the second year of practicum involving oppressed populations, diverse client systems, and varied practice modalities. You may check with your faculty practicum liaison if there are any concerns regarding the appropriateness of assignments. Please include staff meetings, educational seminars, supervisory conferences, and time spent preparing process or agency records in this list. Please indicate in the last column of the chart on the next page which competency [the number only] each assignment most closely corresponds. This list is to be submitted to the faculty practicum liaison no later than the conclusion of the third week of practicum. Please attach additional sheets if necessary.

Competencies in Practicum

The internship practicum component of LIU's social work program reflects and complies with the MSW program's goal and mission to prepare students with the capacity to successfully meet foundation and advanced program competencies. The competencies of the internship practicum component specifically stem from the program's goals. In addition, the practicum instruction competencies listed below were incorporated into the practicum instruction course outlines for I, II, III, and IV and all practicum evaluations.

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

(CSWE, EPAS 2022)

ASSIGNMENT DESCRIPTION	HOURS/WEEK (*must add up to 21 hours*)	#CSWE COMPETENCY

Describe your student's adjustment to his or her practicum setting thus far.

Describe your student's emerging strengths.

Note any concerns you have about your student.

Practicum Instructor's Signature Date

Student's Signature *Date*

APPENDIX N

LONG ISLAND UNIVERSITY

LONG ISLAND UNIVERSITY COURSE OUTLINE
Social Work Department
SWK 701 Field Instruction I: Foundation

Field Instruction I: Foundation SWK 701 **Credits: 3**
Semester/Year:
Instructor:
Contact:
Office hours:
Seminar Dates:

PRE-REQUISITES AND CO-REQUISITES
Field Instruction I is taken concurrently with Practice I, Human Behavior and the Social Environment I, Research I, and Policy I.

DESCRIPTION OF COURSE
This is the first course in a four-semester Field Instruction sequence in the Master in Social Work program. The first two semesters of Field Instruction provide the Foundation, and the second two semesters provide the Specialization. The Foundation prepares students 1) to function at a beginning level of competence in a social service delivery system, 2) to develop generalist problem-solving and relationship-building skills, 3) and to integrate and apply knowledge from Practice, Policy, HBSE, and Research to work with clients.

REQUIREMENTS OF COURSE
Students notified of their acceptance into the MSW program fill out a practicum application and meet with the Director of Field during the semester before the start of the enrollment term. At the consultation, students arrange to interview and subsequently select a generalist-level internship in a social service agency or social work department of a larger institution. Students will complete two semesters of practicum instruction at the same practicum site.

Fourteen hours of supervised practicum experience per week, a minimum of 200 hours is required to satisfy the requirements of Field Instruction I. Students may not terminate internship practicum work prematurely when the minimum requirement is satisfied. Attendance in the internship practicum is required until the official close of the semester/academic year. Students are required to notify their practicum instructors of any absences, anticipated or otherwise. Any day missed in the internship practicum must be made up. Students are required to sign a three-party contract agreeing to the above and agreeing to observe and adhere to the NASW Code of Ethics in all organizational

interactions.

*Students are required to devise a learning contract with their supervisors.

COMPETENCIES IN FIELD EDUCATION

The field education component of LIU's social work program reflects and complies with the MSW program's goal and mission to prepare students with the capacity to successfully meet foundation and advanced program competencies. The competencies of the Field Education component specifically stem from the program's goals and the CSWE EPAS 2022 Social Work Competencies listed below:

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

APPENDIX O

LONG ISLAND UNIVERSITY

LONG ISLAND UNIVERSITY COURSE OUTLINE
Social Work Department
SWK 702: Field Instruction II

Field Instruction II: Foundation **Credits: 3**
Semester/Year:
Instructor:
Contact:
Office Hours:
Seminar Dates:

PRE-REQUISITES AND CO-REQUISITES

Students must have successfully satisfied the requirements of *Field Instruction I, Practice I, Human Behavior and the Social Environment I, Research I* and *Policy I* in order to be advanced to Field Instruction II. Students with an Incomplete in Field Instruction I will not be permitted to advance to Field Instruction II. Field Instruction II is taken concurrently with *Practice II and Practice III. Human Behavior and the Social Environment II,* and *Policy II should be taken prior to, or concurrently with, this course.*

DESCRIPTION OF COURSE

This is the second course in a four-semester Field Instruction sequence in the Masters in Social Work program, and it is the final semester of Field Instruction in the Foundation year. The foundation field placement prepares students: 1) to function at a beginning level of competence in a social service delivery system 2) to develop generalist problem-solving and relationship-buildingskills, 3) and to integrate and apply knowledge from Practice, Policy, HBSE and Research to work with clients.

COMPETENCIES IN FIELD EDUCATION

The field education component of LIU's social work program reflects and complies with the MSW program's goal and mission to prepare students with the capacity to successfully meet foundation and advanced program competencies. The competencies of the Field Education component specifically stem from the program's goals and the CSWE EPAS 2022 Social Work Competencies listed below:

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

REQUIREMENTS OF COURSE

- Students continue their internship from Field Instruction I at the same practicum site in Field Instruction II.
- **A minimum of 200 hours is required to satisfy the requirements of Field Instruction I** (approximately 14 hours of supervised internship practicum experience per week, for 15 weeks). Attendance in internship practicum placement is required until the official close of the semester/ academic year. Students are required to notify their practicum instructors of any absences, anticipated or otherwise. Any day missed in the internship practicum must be made up. Students are required to sign a three-party contract agreeing to the above and agreeing to observe and adhere to the NASW Code of Ethics in all organizational interactions.
- **Students are required to complete the seminar in Child Abuse Detection during the course of the semester. The course is available online, for free at: https://www.nysmandatedreporter.org. Submit the completion certificate to the seminar instructor.**
- **Students are required to purchase or waive out of student health insurance with proof of coverage.**

Required Book:

Royse, D., Dhooper, S.S., & Rompf, E.L. (7th Edition.) *Field instruction: A guide for social work students*, Allyn & Bacon, Boston, MA.

COURSE CONTACT HOURS

Students are expected to be in their internship practicum placement for 14 hours per week. Regular assignments on Brightspace will account for a total of 30 minutes per week. Students must attend the practicum seminar (4-8 hours per semester).

STUDENT EVALUATION AND GRADING

The field seminar instructor also serves as the student's Faculty Practicum Advisor or *Liaison.* The liaison monitors student progress in the practicum and arranges to meet at least once each semester and then on an as-needed basis with the student and practicum supervisor at the agency site. The liaison will lead 4 *mandatory* group seminars during the course of the semester. *Students are required participate in Brightspace discussions and complete Brightspace assignments.*

Evaluation is a mutual process between the practicum supervisor, faculty practicum liaison, and student. The agency practicum instructor completes written evaluation forms on students once at midterm and once at the end of each semester. Evaluation criteria are directly tied to both Field Instruction and program competencies. The faculty practicum *liaison* assigns the final grade each semester. It should be noted that since the course consists of direct instruction provided by individual agency social workers, the range and intensity of learning experiences and rates of progress among students should vary.

PHILOSOPHY AND ROLE OF FIELD INSTRUCTION COURSE IN CURRENT CURRICULUM

The profession of social work combines and integrates the acquisition of *academic knowledge* with experience or *apprenticeship* in order to prepare students for the profession. In the practicum, students develop skills through observation, role modeling, experimentation and knowledge application. In the process of learning skills and behaviors, students are also socialized into a professional subculture and identity through their interactions with other professionals. Practicum

instruction represents the ultimate assessment of the student's ability to apply and integrate content pertaining to social work values, ethics, diversity, populations at risk and social and economic justice, human behavior and the social environment, social welfare policy and services, social work practice and research to practice with clients.

DEFINTION OF GENERALIST PRACTICE

(see Kirst-Ashman & Hull, 1997, "Generalist Practice with Organizations and Communities.")

Generalist practice is the application of an eclectic knowledge base, professional values, and a wide range of skills to target and change any size system. Generalist practice includes

- practice within an organizational structure under supervision
- a wide variety of professional roles
- critical thinking skills applied to the problem-solving process

A generalist practitioner utilizes the problem-solving method (see Appendices to the Practicum Manual) to strengthen and enhance the relationship between client systems and their environment. Generalist social workers develop skills in:

- Engaging in interpersonal helping
- Managing change processes
- Utilizing multi-level intervention modes
- Intervening in multi-sized systems
- Assessing and examining one's own practice
- Functioning within a social agency

There are three dimensions of generalist practice:

1. Micro practice: focuses on problem-solving with individuals
2. Mezzo practice: is work with small groups. The ability to understand and facilitate group dynamics and communication patterns is needed. Working with families combines micro and mezzo practice.
3. Macro practice: targets change in large systems, organizations, and communities, as well as in agency and social policies.

KNOWLEDGE AND SKILLS REQUIRED IN GENERALIST PRACTICE TO INDIVIDUALS, FAMILIES, GROUPS, COMMUNITIES, AND ORGANIZATIONS AT VARIOUS PHASES OF THE RELATIONSHIP

Utilizing the problem-solving process, the student is expected to engage in direct practice experiences with a combination of individuals, families, groups, communities and organizations. This challenges the student to develop proficiency in a number of specific skills required at various phases of the helping relationship:

- **Preparing and beginning work:** (reviewing case material; formulating questions re: areas to be explored; anticipating potential needs, feelings and concerns of clients; reflecting on own possible reactions to clients or situations)
- **Exploring:** (exploring client's relationship with other systems; conveying sensitivity and empathy especially to oppressed and vulnerable groups; identifying and responding to feelings expressed verbally and nonverbally; integrating social work values and ethics.

Utilizing skills of probing, seeking clarification, reflecting content, reflecting feelings, partializing, and going beyond what is said.)

- **Contracting:** (explaining and clarifying agency purpose, policies, procedures, the role of social worker, and limits of confidentiality to a client; working with clients to reach a mutual understanding of the problem; helping clients to prioritize needs and to agree on a plan of intervention; reaching for clients input and response; renegotiating the plan as needed.)
- **Work Phase:** (listening to client's thoughts, feelings, concerns, and perceptions of presenting problem; being nonjudgmental and accepting of clients; supporting clients' right to self-determination, empowering clients to recognize and use inherent strengths; partializing manageable achievable steps toward goal; helping clients view alternative solutions, providing information and/ or advice when needed; being aware of and using professional self appropriately; utilizing skills of summarizing; applying problem-solving skills to other situations; identifying next steps.)
- **Evaluation:** (using research methods to monitor and evaluate own practice; using evaluation to help clients assess movement toward goals or establish new goals/contract; encouraging clients to express constructive criticism of service provided; evaluating own learning and areas of further professional growth.)
- **Development of roles with use of resources:** (developing roles appropriate to situation and resource: enabler, broker, mediator, advocate; understanding, developing and appropriately utilizing agency and community resources; using knowledge and skill in linking clients with needed resources; demonstrating ability to advocate for clients and helping clients to advocate for themselves when possible.)
- **Endings:** (appreciating the significance of termination, identifying and expressing own and clients' feelings related to endings; helping clients work through loss; exploring unfinished business with client; facilitating client transfer/ referrals.)

FIELD INSTRUCTION I COURSE COMPETENCIES

Students are expected to function at a higher level of competence during the second semester of internship practicum and to gain exposure to more intensive middle-phase, termination and evaluative skills.

Field Instruction II equips the beginning social work student to:

1. **Evaluate the effectiveness of social work practice on client welfare.**

This includes:

- Developing strategies for approaching tasks.
- Exploring the full range of choices available in problem solving.
- Comparing various perspectives on the causes of social problems.
- Critically evaluating limitations of professional knowledge.
- Placing problem identification within theoretical frameworks.
- Responding to new knowledge thoughtfully and critically. Evaluating goals and interventions for their feasibility and efficacy.

2. **Resolve ethical dilemmas in social work practice through adherence to professional values as per the NASW Code of Ethics.** *This includes:*

- Integrating social work values into practice.
- Demonstrating awareness of how personal biases affect the helping process. Maintaining client confidentiality.

- Remaining nonjudgmental and accepting of clients.
- Supporting clients' right to self-determination. Maintaining appropriate boundaries with clients.
- Demonstrating respect for human worth.
- Identifying ethical dilemmas affecting practice and/or service to clients.
- Recognizing and attempting to resolve dilemmas concerning professional values, ethics, and theory with actual practice.

3. **Apply culturally sensitive practices to working with clients from diverse populations.** *This includes:*

   - Viewing diversity as a strength.
   - Identifying effects of own diversity on client perception and one's own practice.
   - Assessing how multiple intersections of diversity affect client functioning.
   - Developing diversity-sensitive interventions.

4. **Address issues of inequality, social injustice, and empowerment to oppressed populations and populations at risk.** *This includes:*
   - Identifying systemic barriers related to racism, sexism, classism, ageism, disability, and homophobia in helping clients.
   - Locating primary sources of client stress in either internal or external systems (e.g., stress due to discrimination and financial need versus psychological or physiological stress.)
   - Advocating for vulnerable clients.
   - Empowering vulnerable clients to intervene on their own behalf when possible.
   - Calling to attention [documenting] populations at risk that are unserved or underserved by the agency.
   - Recognizing and adapting resources to benefit disenfranchised clients.
   - Promoting policies that advance social and economic equity.
   - Targeting for change organizational obstacles to client parity.

5. **Apply knowledge of the history and purpose of internship practicum and its various organization manifestations and missions to social work practice with client systems of all sizes.** *This includes:*
   - Understanding the historical mission of social work as reflected in the agency and diverse social welfare delivery systems.
   - Locating the agency's approach to the targeted problem along a spectrum of possible approaches [i.e., Conservative, Liberal, Radical].
   - Understanding the historical, theoretical, and ideological influences that shape social work delivery systems.
   - Understanding the differences between public and private social welfare.

6. **Deliver generalist social work services to individuals, families, groups, organizations, and communities.** *This includes:*
   - Preparing, engaging, assessing, contracting, exploring, planning, and evaluating results with multiple-sized systems in various contexts.
   - Developing proficiency in specific *exploratory* skills, including partializing, exploring, probing, clarifying, and reflecting feelings and meanings.
   - Developing proficiency in specific *working and evaluating* skills, including; goal-setting,

- rehearsing and reviewing action steps, evaluating, focusing, educating, advising, representing, reframing, pointing out endings, etc.
- Developing proficiency in specific *termination* skills, including reviewing, evaluating, sharing ending feelings, saying good-bye, and facilitating client transfer and referral.
- Developing proficiency in specific case recording and process recording skills.

7. Practice social work in the context of the reciprocal relationships between clients systems of all sizes and their respective environments.

This includes:

- Demonstrating a multi-level, systems understanding of the client within a person-in-environment perspective.
- Applying theory regarding human growth and development to behavior to clients. Applying social stratification theories [gender, racial, economic, etc.] to social inequities. Critiquing potentially detrimental effects of theoretical frameworks [i.e., labeling, DSM diagnosis] on client intervention.
- Demonstrating a beginning capacity to link theory with practice and practice with theory by inversely translating theoretical concepts into practice and practice into concepts.
- Connecting aspects of group work/ community organization theory to practice.

8. Facilitate social and agency policy to better address the needs of client systems of all sizes.

This includes:

- Recognizing the interplay of social, political, and economic forces that contribute to policy formation and implementation.
- Facilitating clients' utilization of agency resources.
- Evaluating and making recommendations to improve social programs, social policies, and social service delivery.
- Strategizing [with other social service professionals/systems] to fill gaps in service created by a lack or scarcity of resources.
- Developing strategies of policy persuasion that include the mobilization and participation of consumer groups and disenfranchised populations.

9. Utilize evidence-based practices with individuals, families, groups, organizations and communities. *This includes:*

- Utilizing existing research to better understand or serve clients.
- Evaluating existing research for its practice applicability.
- Assessing and conceptualizing learning needs and continuously monitoring and measuring
- their outcomes [through the learning contract.]
  Assessing and conceptualizing goals with clients and continuously monitoring and measuring their outcomes.
- Engaging clients in the evaluation of service delivery; including feasibility, effectiveness, and adequacy.
- Assisting client systems in evaluating worker effectiveness and progress made toward goals.
- Utilizing research methods to call to attention populations at risk that are unserved or underserved by the agency.

10. Differentially communicate with client systems, agency staff and colleagues. *This includes:*

- Communicating worker role, agency's purpose, and programs to fellow professionals, lay persons, and clients with reasonable clarity and effectiveness.
- Using understandable language appropriate to the client's age, culture, and social status. Differentiating between social and professional interchange and interacting accordingly.
- Forming and maintaining appropriate professional boundaries/relationships with client systems and colleagues.
- Communicating empathy and an appreciation of the stresses inherent in client and professional roles.
- Managing conflicts with coworkers and clients tactfully and ethically.
- Recognizing when and how to share and seek feedback.

11. Utilize professional supervision and consultation within the structure and function of the agency in order to improve service delivery to client systems of all sizes. *This includes:*

- Expressing feelings and concerns to the practicum instructor.
- Utilizing the supervisory conference and process record to reflect on development. Taking responsibility to acquire knowledge that can aid in understanding or intervention. Accepting constructive criticism.
- Utilizing self-awareness to examine areas of strength and limitation.
- Identifying one's own prejudices and demonstrating a capacity to change.
- Integrating practicum supervisor's feedback/ recommendations into subsequent practice.
- Submitting process recordings/assignments in a timely manner and otherwise preparing adequately for supervision.
- Recognizing situations where one's own knowledge/skills are underdeveloped and need to be referred to a more experienced practitioner.

12. Utilize a professional demeanor when delivering social services to client systems of all sizes. *This includes:*

- Arriving to work and appointments on time.
- Planning for coverage, carrying through on routines, prioritizing tasks, and managing time. Following through on the organization or management of assigned work.
- Maintaining current and accurate agency records and required documentation. Demonstrating identification with Social Work and assuming a professional role. Demonstrating identification with agency mission.
- Collaborating appropriately with other agency staff and professionals. Utilizing agency resources and practice-relevant technologies appropriately.

ASSIGNMENTS IN THE PRACTICUM

Students fulfill the above competencies of practicum instruction through specific assignments in the internship practicum. These assignments are articulated in a revised and updated Learning Contract by the practicum supervisor and student within the first three weeks of the semester. The contract is submitted to the Liaison who monitors the compatibility between tasks and practicum instruction competencies. The second semester of Field Instruction should include some of the following assignments:

1. Inclusion and participation in professional/ staff/ team meetings, seminars, community task forces, committees, educational workshops, and training.
2. Provision of regular weekly supervision that includes a discussion of process recordings, values

and ethics, the integration of theory with practice, and the formulation, monitoring, and evaluation of learning goals. Role-playing client-worker scenarios should be utilized whenever possible.

3. Provision of varied opportunities to collaborate with other social workers and other social service systems.

4. Provision of varied opportunities to:
   - assess a wide variety of problems with diverse and multiple-sized systems, e.g., individuals, families, groups, organizations, communities, and societalsystems.
   - develop skills in policy practice.
   - further develop generalist practice skills.
   - re-assess, plan, and evaluate interventions. explore, work, and terminate with clients. facilitate entitlements and referrals.
   - facilitate resources to benefit disenfranchised clients. document client process in agency records.
   - utilize research methods to document a need or evaluate a program. make recommendations to improve/create social programs.
   - engage populations at risk in policy/program tasks affecting their welfare.

APPENDIX P

LONG ISLAND UNIVERSITY

LONG ISLAND UNIVERSITY COURSE OUTLINE
Social Work Department
SWK 703: Field Instruction III

Field Instruction III: Specialization **Credits: 3**
Semester/Year:
Instructor
Contact:
Office Hours:
Seminar Dates:

COURSE DESCRIPT*ION*
This is the third course in a four-semester Field Instruction sequence in the Masters in Social Work program. The first two semesters of Field Instruction provide the Foundation of social work generalist practice, and the second two semesters provide experience in the chosen specialized practice area.

The Specialization year prepares students to 1) gain expertise in child and family welfare, forensic social work, gerontology, nonprofit management, and substance use and addictive behaviors. 2) to function at an advanced level of competence in a social service delivery system, 3) to continue to practice problem-solving and relationship-building skills, and 4) to continue to integrate and apply knowledge from Practice, Policy, HBSE, and Research to work with client systems.

COMPETENCIES IN FIELD EDUCATION
The internship practicum component of LIU's social work program reflects and complies with the MSW program's goal and mission to prepare students with the capacity to successfully meet foundation and advanced program competencies. The competencies of the Field Education component specifically stem from the program's goals and the CSWE EPAS 2022 Social Work Competencies listed below:

1) Demonstrate ethical and professional behavior.
2) Engage diversity and difference in practice.
3) Advance human rights and social, economic, and environmental justice.
4) Engage in practice-informed research and research-informed practice.
5) Engage in policy practice.
6) Engage with individuals, families, groups, organizations, and communities.
7) Assess individuals, families, groups, organizations, and communities.
8) Intervene with individuals, families, groups, organizations, and communities.
9) Evaluate practice with individuals, families, groups, organizations, and communities.

REQUIREMENTS OF COURSE

- Students who are successfully completing the second semester of the Foundation year complete a Specialization Year practicum application and meet with the Director of Field during the spring of the Foundation year. At the consultation, students arrange to interview and subsequently select a specialist level internship in a social service agency or social work department of a larger institution. Students will complete two semesters of field instruction at the same field site.
- **Seventeen hours of supervised practicum experience per week, for approximately 15 weeks, for a minimum of 250 hours, is required to satisfy the requirements of Field Instruction III.**
- Attendance in practicum is required until the official close of the semester/ academic year. Students are required to notify their practicum instructors of any absences, anticipated or otherwise.
- Students are required to sign a three-party contract agreeing to the above and agreeing to observe and adhere to the NASW Code of Ethics in all organizational interactions.

  Students are required to purchase health insurance or to waive out of the University health insurance with proof of their own health coverage.

Required Book:

The Practicum Companion for Social Work: Integrating Class and Field Work (Birkenmaier, J. M. and Berg-Weger, M., 2nd Edition) Pearson Education, Inc.

Recommended Books:

Stepping Out Into the Field: A Field Work Manual for Social Work Students by J.C. Rothman (Allyn & Bacon)
Field Instruction: A Guide for Social Work Students (Royce, Dhooper, & Rompf, 6th Edition).

Course Contact Hours:

Students are in their internship practicum placements for 17 hours per week. Regular assignments on Brightspace will account for a total of 30 minutes per week. Students must attend the practicum seminar (4-8 hours per semester).

STUDENT EVALUATION AND GRADING (including Brightspace and journal use)

The field seminar instructor also serves as the student's Faculty Practicum Advisor or *Liaison.* The liaison monitors student progress in the practicum and arranges to meet at least once each semester and then on an as-needed basis with the student and practicum supervisor at the agency site. The liaison will lead 4 *mandatory* group seminars during the course of the semester. *Students are required to participate in Brightspace discussions and complete Brightspace assignments.* Evaluation is a mutual process between practicum supervisor, practicum liaison and student

The agency practicum instructor completes written evaluation forms on students once at midterm and once at the end of each semester. Evaluation criteria are directly tied to both Field Instruction and program competencies. The faculty practicum *liaison* assigns the final grade each semester. It should be noted that since the course consists of direct instruction provided by individual agency social workers, the range and intensity of learning experiences and rates of progress among students should vary.

PHILOSOPHY AND ROLE OF FIELD INSTRUCTION COURSE IN CURRENT CURRICULUM

The profession of social work combines and balances the acquisition of *academic knowledge* with experience or *apprenticeship* in order to prepare students for the profession. In the internship practicum, students develop skills through observation, role modeling, experimentation, and knowledge application. In the process of learning skills and behaviors, students are also socialized into a professional subculture and identity through their interactions with other professionals. Field instruction represents the ultimate assessment of the student's ability to apply and integrate content pertaining to social work values, ethics, diversity, populations at risk and social and economic justice, human behavior and the social environment, social welfare policy and services, social work practice, and research to practice with clients.

DEFINITION OF SPECIALIZED PRACTICE AND AREAS OF CONCENTRATION

- The advanced year specialized practice area of concentration provides students with opportunities to engage in progressively differentiated and sophisticated social work practice applicable to specific settings, population groups, problem areas, and systems.
- In the Specialization year, students' professional comportment reflects the integration of NASW code of ethics practice reflects a progressive appreciation of the agency's role in advancing the values of the profession and in its relationship to those it serves assessment and intervention at the individual, family, group, community, and policy level reflects thoughtful integration of issues of human diversity synthesis and integration of knowledge reflects advanced socio-behavioral theory, research, and methods knowledge and discipline is reflected in the use of self-practice evidence increasing capacity to function autonomously advocacy for social justice demonstrates the knowledge, skills and values needed to be effective.
- Students in the Specialization year continue to
  - apply an eclectic knowledge base, professional values, and a wide range of skills to target and change systems
  - utilize the problem-solving method (see Appendices to Practicum Manual) to strengthen and enhance the relationship between client systems and their environment
  - further develop generalist practice skills at various phases of the helping relationship, including preparing and beginning work, exploring, contracting, work phase, evaluation, development of roles, and use of resources and endings.

PRACTICE SPECIALIZATIONS:

Child & Family Welfare:
The M.S.W. concentration in Child and Family Welfare will prepare students interested in working in an interdisciplinary context with children and their families. This concentration was developed with input from the Nassau County Department of Social Services, Nassau County Coalition Against Domestic Violence, Family and Children's Association and other community based organizations' personnel. It incorporates knowledge, values, and skills that professionals need to effectively work with children and their families across a broad range of social issues and in multiple programs. Students in the specialized practice (concentration) year develop their understanding about policies and services specific to children and families, family violence across the lifespan, community based practice with children and families and childhood psychopathology.

Forensic Social Work Concentration:
Forensic social workers perform a vital public service in guiding their clients through the daunting and ever-changing legal system. These professionals possess a firm grasp of the civil, criminal and juvenile justice systems, along with a profound understanding of how socioeconomic, cultural, religious, and other aspects of their clients' lives may impact access to legal services. As a graduate of the Master of Social Work Program with a concentration in Forensic Social Work, students are prepared to apply the principles of social work to the legal system, including applicable local, state and federal laws; civil and criminal courts and the juvenile justice system; law enforcement agencies; and correctional facilities. Students' clients may be children or adults, individuals or families, organizations or communities. Their legal difficulties may involve child custody and parental rights issues due to domestic violence and neglect and crimes relating to mental illness and substance abuse. They may face arrest and incarceration, be imprisoned or hospitalized, or be on probation or parole.

Substance Use & Addictive Behaviors:
The primary goal of this concentration is to prepare students for careers in the treatment, prevention, and control of problems related to alcohol and other drug use, as well as other addictive behaviors. A secondary goal is to provide interested students with substantive content on substance and alcohol use and its impact on individuals, families, and the community at large. Field placement opportunities include in-patient facilities and outpatient services in hospitals, centers, and agencies. Opportunities are also available for placement in employee assistance programs.

FIELD INSTRUCTION III COURSE COMPETENCIES
The third semester of field instruction exposes the advanced specialized practice social work student to a number of developmental and instrumental challenges. These challenges fall within the following competencies, which reflect both the Field and MSW Program goals and expand and enhance through specialized practice the CSWE EPAS 2015 Social Work Competencies.

Field Instruction III equips the social work student to:

1. Differentiate among social services that are appropriate for various client systems and their respective needs.
2. Impact on issues of inequality and social injustice and to empower oppressed populations and populations at risk.
3. Impact on social and agency policy in order to improve client well-being.
4. Address ethical dilemmas related to the following respective areas of practice of the social work profession: Child and Family Welfare, Forensic Social Work, Substance Use, Addictive Behaviors, and Mental Health.
5. Practice social work without discrimination through the appreciation of, and receptivity to, the needs of diverse populations within the following respective areas of social work practice: Child & Family Welfare, Forensic Social Work, Substance Use, Addictive Behaviors, and Mental Health.
6. Utilize evidence-based theoretical perspectives and practice approaches to inform service delivery to client systems of all sizes within the following respective areas of social work practice: Child & Family Welfare, Forensic Social Work, Substance Use, and Addictive Behaviors.
7. Describe the history and purpose of internship practicum and its various organizational manifestations and missions as they relate to the following respective areas of social work practice: Child & Family Welfare, Forensic Social Work, and Substance Use, Addictive Behaviors.
8. Apply problem-solving skills to practice with client systems of all sizes in the following respective areas of social work: Child & Family Welfare, Forensic Social Work, and Substance Use and Addictive Behavior.
9. Apply the theoretical framework of the reciprocal relationship between individuals and their environments to social work practice with client systems of all sizes in the following respective areas of social work: Child and Family Welfare, Forensic Social Work, Substance Use, and Addictive Behaviors.
10. Collaborate with client systems of all sizes on evaluating the effectiveness of interventions and services within the following respective areas of social work: Child & Family Welfare, Forensic Social Work, Substance Use, Addictive Behaviors, and Mental Health.
11. Effectively communicate with colleagues and client systems of all sizes within the following respective areas of social work: Child & Family Welfare, Forensic Social Work, and Substance Use, Addictive Behaviors and Mental Health.
12. Utilize supervision and consultation in order to improve service delivery to clients systems of all sizes within the following respective areas of social work: Child & Family Welfare, Forensic Social Work, and Substance Use, Addictive Behaviors and Mental Health.
13. Collaborate with other professionals to best meet client systems' needs within the following respective areas of social work: Child & Family Welfare, Forensic Social Work, and Substance Use, Addictive Behaviors and Mental Health.

ASSIGNMENTS IN THE PRACTICUM

Students fulfill the above competencies of practicum instruction through specific assignments in the internship practicum. These assignments are articulated in a Learning Contract that is prepared by the practicum supervisor and student within the first three weeks of the semester. The contract is submitted to the Faculty Practicum Liaison, who monitors the compatibility between assignments and field instruction competencies.

The third semester of Field Instruction should include the following activities and assignments:

1. An orientation to the agency, its mission, programs, policies, safety procedures, staff, resources, and the geographic and professional community of the agency.
2. Exposure to and inclusion in professional/ staff meetings, seminars, task forces, committees, educational workshops, and training.
3. Provision of 1 ½ hours of regularly scheduled weekly supervision that includes a discussion of agency functions, process recordings, values and ethics, the integration of theory with practice, and the formulation, monitoring, and evaluation of learning goals.
4. Provision of varied opportunities to observe other social workers ethically engaging, assessing, contracting, and/or working with client systems of various types and sizes.
5. Provision of varied opportunities to:
   - utilize the problem-solving process.
   - develop communication and relationship-building skills.
   - prepare, engage and contract with client systems for the satisfaction of a system competency.
   - assess, plan, and evaluate interventions.
   - continue to learn about entitlements and social welfare programs.
   - prepare appropriate documentation/professional written materials.
   - advocate for and empower diverse and vulnerable client systems.

APPENDIX Q

LONG ISLAND UNIVERSITY

LONG ISLAND UNIVERSITY COURSE OUTLINE

Social Work Department

SWK 704: Field Instruction IV

Field Instruction IV: Specialization **Credits: 3**

Semester/Year:

Instructor:

Contact:

Office Hours:

Seminar Dates:

PRE-REQUISITES AND CO-REQUISITES

Pre-requisites: Field Instruction I, II, III

Co-requisites: Field Instruction IV is taken prior to, or concurrently with, either Psychopathology or Administrative Behavior and/or Capstone Seminar. Field Instruction must be taken concurrently with two concentration courses.

COURSE DESCRIPTION

This is the fourth course in a four-semester Field Instruction sequence in the Masters in Social Work program. The first two semesters of Field Instruction provide experience in a chosen area of specialized practice. The Specialization year prepares students to 1) gain expertise in child and family welfare, forensic social work, gerontology, nonprofit management, and substance use and addictive behaviors, 2) to function at an advanced level of competence in a social service delivery system, 3) to continue to practice problem-solving and relationship-building skills, and 4) to continue to integrate and apply knowledge from Practice, Policy, HBSE, and Research to work with client systems.

COMPETENCIES IN FIELD EDUCATION

The field education component of LIU's social work program reflects and complies with the MSW program's goal and mission to prepare students with the capacity to successfully meet foundation and advanced program competencies. The competencies of the Field Education component specifically stem from the program's goals and the CSWE EPAS 2022 Social Work Competencies listed below:

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice

6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities .

To satisfy the requirements of Field Instruction III, students must complete a minimum of 250 hours of supervised field experience per week for approximately 15 weeks. They must also attend internship practicum until the official close of the semester/ academic year. Students must notify their practicum instructors of any anticipated absences.
Students are required to purchase health insurance or to waive out of the University health insurance with proof of their own health coverage.

Required Book:
The Practicum Companion for Social Work: Integrating Class and Field Work (Birkenmaier, J. M. and Berg-Weger, M., 2nd Edition) Pearson Education, Inc.

Recommended Books:
Stepping Out Into the Field: A Field Work Manual for Social Work Students by J.C. Rothman (Allyn & Bacon)
Field Instruction: A Guide for Social Work Students (Royce, Dhooper, & Rompf, 6th Edition).

Course Contact Hours:
Students are in their practicum placements for 17 hours per week. Regular assignments on Brightspace will account for a total of 30 minutes per week. Students must attend the field seminar (4-8 hours per semester).

STUDENT EVALUATION AND GRADING (including Brightspace and journal use)
The field seminar instructor also serves as the student's Faculty Practicum Advisor or *Liaison.* The liaison monitors student progress in the practicum and arranges to meet at least once each semester and then on an as-needed basis with the student and practicum supervisor at the agency site. The liaison will lead 4 *mandatory* group seminars during the course of the semester. *Students are required participate in Brightspace discussions and complete Brightspace assignments.*
Evaluation is a mutual process between practicum supervisor, practicum liaison and student.

The agency practicum instructor completes written evaluation forms on students once at midterm and once at the end of each semester. Evaluation criteria are directly tied to both Field Instruction and program competencies. The practicum *liaison* assigns the final grade each semester. It should be noted that since the course consists of direct instruction provided by individual agency social workers, the range and intensity of learning experiences and rates of progress among students should vary.
PHILOSOPHY AND ROLE OF FIELD INSTRUCTION COURSE IN CURRENT CURRICULUM
The profession of social work combines and balances the acquisition of *academic knowledge* with experience or *apprenticeship* in order to prepare students for the profession. In the field, students develop skills through observation, role modeling, experimentation and knowledge application. In the process of learning skills and behaviors, students are also socialized into a professional subculture and identity through their interactions with other professionals. Field instruction represents the ultimate assessment of the student's ability to apply and integrate content pertaining to social work values, ethics, diversity, populations at risk and social and

economic justice, human behavior and the social environment, social welfare policy and services, social work practice, and research to practice with clients.

DEFINITION OF SPECIALIZED PRACTICE AND AREAS OF CONCENTRATION

The advanced year specialized practice area of concentration provides students with opportunities to engage in progressively differentiated and sophisticated social work practice applicable to specific settings, population groups, problem areas, and systems.

In the Specialization year, students' professional comportment reflects the integration of NASW code of ethics practice reflects a progressive appreciation of the agency's role in advancing the values of the profession and in its relationship to those it serves assessment and intervention at the individual, family, group, community, and policy level reflects thoughtful integration of issues of human diversity synthesis and integration of knowledge reflects advanced socio- behavioral theory, research, and methods knowledge and discipline is reflected in the use of self- practice evidence increasing capacity to function autonomously advocacy for social justice demonstrates the knowledge, skills, and values needed to be effective.

Students in the Specialization year continue to

apply an eclectic knowledge base, professional values, and a wide range of skills to target and change systems

utilize the problem-solving method (see Appendices to Field Manual) to strengthen and enhance the relationship between client systems and their environment

further develop generalist practice skills at various phases of the helping relationship, including preparing and beginning work, exploring, contracting, work phase, evaluation, development of roles, and use of resources and endings.

SPECIALIZED PRACTICE CONCENTRATIONS

Child & Family Welfare:

The M.S.W. concentration in Child and Family Welfare will prepare students interested in working in an interdisciplinary context with children and their families. This concentration was developed with input from the Nassau County Department of Social Services, Nassau County Coalition Against Domestic Violence, Family and Children's Association, and other community-based organizations' personnel. It incorporates knowledge, values, and skills that professionals need to effectively work with children and their families across a broad range of social issues and in multiple programs. Students in the specialized practice (concentration) year develop their understanding of policies and services specific to children and families, family violence across the lifespan, community-based practice with children and families, and childhood psychopathology.

Forensic Social Work Concentration:

Forensic social workers perform a vital public service in guiding their clients through the daunting and ever-changing legal system. These professionals possess a firm grasp of the civil, criminal, and juvenile justice systems, along with a profound understanding of how

socioeconomic, cultural, religious, and other aspects of their clients' lives may impact access to legal services. As a graduate of the Master of Social Work Program with a concentration in

Forensic Social Work, students are prepared to apply the principles of social work to the legal system, including applicable local, state, and federal laws; civil and criminal courts and the juvenile justice system; law enforcement agencies; and correctional facilities. Students' clients may be children or adults, individuals or families, organizations or communities. Their legal difficulties may involve child custody and parental rights issues due to domestic violence and neglect and crimes relating to mental illness and substance abuse. They may face arrest and incarceration, be imprisoned or hospitalized, or be on probation or parole.

Substance Use and Addictive Behaviors

The primary goal of this concentration is to prepare students for careers in the treatment, prevention, and control of problems related to alcohol and other drug use and other addictive behaviors. A secondary goal is to provide interested students with substantive content on substance and alcohol use and its impact on individuals, families, and the community at large. Field placement opportunities include in-patient facilities and outpatient services in hospitals, centers, and agencies. Opportunities are also available for placement in employee assistance programs.

Field Instruction IV Course Competencies

The fourth semester of field instruction exposes the advanced-year, specialized practice social work student to a number of developmental and instrumental challenges. These challenges fall within the following competencies, which reflect both the Field and MSW Program goals and expand and enhance through specialized practice the CSWE EPAS 2022 Social Work Competencies. Students are expected to function at a higher level of competence during the fourth semester of practicum and to gain exposure to more intensive specialization knowledge and skills.

Field Instruction IV equips the social work student to:

- Differentially deliver services that are appropriate for various client systems and their respective needs.

- Promote policies that address issues of inequality and social injustice and that empower oppressed populations and populations at risk.

- Develop social and agency policy in order to improve client well-being.

- Resolve ethical dilemmas that relate to the following respective fields of social work practice: Gerontology, non-profit management, Alcohol and Substance abuse counseling, child and family welfare, and forensic social work.

- Practice social work without discrimination by addressing the needs of diverse populations within the following respective fields of social work practice: Alcohol and substance Abuse counseling, child and family welfare, and forensic social work.

- Evaluate evidence-based theoretical perspectives and practice approaches that inform service delivery to client systems of all sizes within the following respective fields of social work practice: Alcohol & substance abuse counseling, child & family welfare, and forensic social work.

- Synthesize the purpose of field practice with its various organizational manifestations and missions as they relate to the following respective fields of social work practice: Alcohol and Substance abuse counseling, child and family welfare, and forensic social work.

- Develop proficiency in problem-solving skills to practice with client systems of all sizes in the following respective fields of social work: Alcohol & Substance abuse counseling, child and family welfare, and forensic social work.

- Synthesize the theoretical framework of the reciprocal relationship between individuals and their environments with social work practice with client systems of all sizes in the following respective fields of social work: Alcohol and substance abuse counseling, child and family welfare, and forensic social work.

- Evaluate the effectiveness of interventions and services within the following respective fields of social work: Alcohol & Substance abuse counseling, child and family welfare, and forensic social work.

- Differentially communicate with colleagues and client systems of all sizes within the following respective fields of social work: Alcohol & Substance Abuse counseling, child &family welfare, and forensic social work.

- Integrate input from supervision and consultation into practice with client systems of all sizes within the following respective fields of social work: Alcohol & Substance abuse counseling, child and family welfare, and forensic social work.
- Practice collaboratively within an interdisciplinary context to best meet client systems' needs within the following respective fields of social work: Alcohol & Substance abuse counseling, child and family welfare, and forensic social work.

Assignments in the Practicum

Students fulfill the above competencies of practicum instruction through specific assignments in the internship practicum. The practicum supervisor and student articulate these assignments in a revised and updated Learning Contract within the first three weeks of the semester. The contract is submitted to the Liaison, who monitors the compatibility between tasks and field instruction competencies.

The fourth semester of Field Instruction should include some of the following assignments:

- Inclusion and participation in professional/ staff/ team meetings, seminars, community task forces, committees, educational workshops, andtraining.
- Provision of regular weekly supervision that includes a discussion of process recordings, values and ethics, the integration of theory with practice, and the formulation, monitoring, and evaluation of learning goals. Role-playing client-worker scenarios whenever possible.
- Provision of varied opportunities to collaborate with other social workers and other social service systems.
- Provision of varied opportunities to assess a wide variety of problems with diverse and multiple-sized systems, e.g., individuals, families, groups, organizations, communities, and societal systems.
- Develop skills in policy practice.
- Further, develop generalist practice skills.

- Re-assess, plan, and evaluate interventions.
- Explore, work, and terminate with client systems.
- Facilitate entitlements and referrals.
- Facilitate resources to benefit disenfranchised clients.
- Document client process in agency records.
- Utilize research methods to document a need or evaluate a program.
- Make recommendations to improve/create social programs.
- Engage populations at risk in policy/program tasks affecting their welfare

APPENDIX R

LONG ISLAND UNIVERSITY

SWK 701 & SWK 702: Midterm Evaluation

Practicum Instruction I & II First-Year MSW Students
To be completed at the middle of both Fall and Spring semesters

Student_____ Campus _____
Agency_____ Practicum Instructor _____

Please indicate **E** for Exemplary, **S** for Satisfactory; **MBP** for May Be Problematic; **P** for Problematic or **NYD** for Not Yet Determined in the following areas:

1. Use of agency
   - _____ Beginning to understand agency role and function.
   - _____ Beginning to recognize the relationship between social welfare policy, agency function and actual social service delivery.
   - _____ Beginning to collaborate with agency staff.
   - _____ Beginning to utilize community resources.

2. Client/Practice skills
   - _____ Beginning to understand process and how it applies to client interactions.
   - _____ Beginning to develop skill in asking and framing open-ended questions that require elaboration or clarification.
   - _____ Beginning to demonstrate skills in fact-gathering, identification/assessment of the problem or issue at hand, while formulating potential intervention strategies.
   - _____ Beginning to understand client issues from a systems perspective with the recognition that the intervention may need to broaden to work with multiple system layers.
   - _____ Beginning to develop sensitivity to the feelings of clients.
   - _____ Beginning to develop basic empathy for the client taking into account the special vulnerability of client groups.
   - _____ Beginning to view diversity as a source of richness and strength.
   - _____ Beginning to develop skill in bringing together agency service and client need in a way that reaches for full client participation.
   - _____ Beginning to contract with clients on either a concrete need or limited request for service which the agency or referred helping system can provide.

3. Professional Development
   - _____Beginning to understand the role that social work values, ethics and various client expectations have on the helping process.
   - _____Beginning to appreciate and recognize the various roles utilized by the generalist social worker.
   - _____Beginning to demonstrate concern for issues of social justice and a commitment to learning.
   - _____Beginning to understand how personal issues and values can help or hinder the helping process.
   - _____Beginning to demonstrate responsibility for one's own learning through active utilization of the supervisory conference.
   - _____ Beginning to identify learning needs and problems.
   - _____Beginning to recognize the gaps in one's own knowledge and recognize the relevance of practice theory, policy issues and research on enriching understanding of the client and problem.
   - _____Beginning to demonstrate self-awareness.
   - _____Beginning to understand the importance of evaluating one's own practice.

4. Work Skills
   - _____Respects agency protocol.
   - _____Participates in agency functions/meetings appropriately.
   - _____Arrives on time.
   - _____Completes required hours.
   - _____Accepts constructive criticism.
   - _____Submits process recordings/assignments in a timely manner.
   - _____Uses supervision constructively.

5. Comments

_____ _____
Practicum Instructor's Signature Date

_____ _____
Student's Signature Date

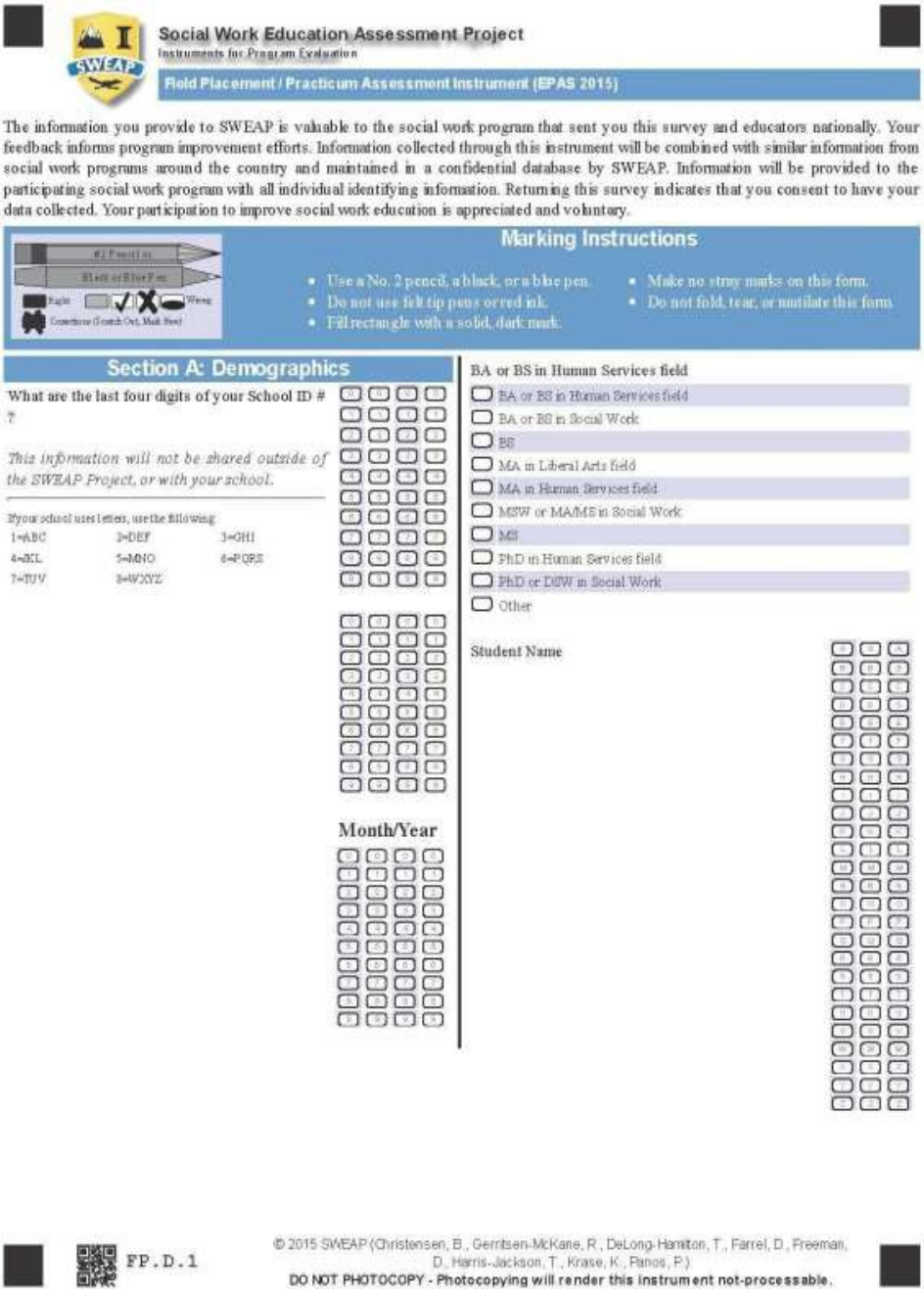
APPENDIX S

LONG ISLAND UNIVERSITY

SWK 701 & SWK 702

Final End-of-Semester Evaluation Form

Note: These forms will be provided electronically to practicum instructors each semester.



Social Work Education Assessment Project

Instruments for Program Evaluation

Field Placement / Practicum Assessment Instrument (EPAS 2015)

The information you provide to SWEAP is valuable to the social work program that sent you this survey and educators nationally. Your feedback informs program improvement efforts. Information collected through this instrument will be combined with similar information from social work programs around the country and maintained in a confidential database by SWEAP. Information will be provided to the participating social work program with all individual identifying information. Returning this survey indicates that you consent to have your data collected. Your participation to improve social work education is appreciated and voluntary.

Marking Instructions

- Use a No. 2 pencil, a black, or a blue pen
- Do not use felt tip pens or red ink
- Fill rectangle with a solid, dark mark
- Make no stray marks on this form.
- Do not fold, tear, or mutilate this form.

Section A: Demographics

What are the last four digits of your School ID # ?

This information will not be shared outside of the SWEAP Project, or with your school.

If your school uses letters, use the following:

1=ABC 2=DEF 3=GHI
4=JKL 5=MNO 6=PQRS
7=TUV 8=WXYZ

Month/Year

BA or BS in Human Services field

- BA or BS in Human Services field
- BA or BS in Social Work
- BS
- MA in Liberal Arts field
- MA in Human Services field
- MSW or MA/MS in Social Work
- MS
- PhD in Human Services field
- PhD or DSW in Social Work
- Other

Student Name

FP.D.1

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DO NOT PHOTOCOPY - Photocopying will render this instrument not-processable.

Section B: Assessment

Please base your assessment of how well the BSW Field/Practicum Student demonstrates their ability related to the performance of the practice behavior using the rating scale below. Please circle your answer. Thank you.

Scale	Performance Measure	Description	Definition
5	Mastered Performance	The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.	**Mastered:** "somebody highly skilled at something." Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.
4	Superior Performance	The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.	**Superior:** "surpasses competent in one or more ways." Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.
3	Competent Performance	The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.	**Competent:** "having enough skill or ability to do something well." Competent performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.
2	Inadequate Performance	The intern/student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.	**Inadequate:** "failing to reach an expected or required level or standard." Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.
1	Lacking Performance	The intern/student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.	**Lacking:** "missing, not present or available." Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.
N/O	Not Observed	The intern/Student has not had the opportunity to demonstrate the knowledge, values, and skills related to the performance of the practice behavior.	**Observed:** "to see or notice something, especially while watching carefully." There was no observation of the performance of the practice behavior.

Competency 1 - Demonstrate Ethical and Professional Behavior

Lacking	Inadequate	Competent	Superior	Mastered	Not Observ.	
☐	☐	☐	☐	☐	☐	Intern makes ethical decisions by applying professional standards (i.e. the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics) as appropriate to context
☐	☐	☐	☐	☐	☐	Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations
☐	☐	☐	☐	☐	☐	Intern demonstrates professional demeanor in **behavior**
☐	☐	☐	☐	☐	☐	Intern demonstrates professional demeanor in **appearance**
☐	☐	☐	☐	☐	☐	Intern demonstrates professional demeanor in **oral** communication
☐	☐	☐	☐	☐	☐	Intern demonstrates professional demeanor in **written** communication
☐	☐	☐	☐	☐	☐	Intern demonstrates professional demeanor in **electronic** communication
☐	☐	☐	☐	☐	☐	Intern uses technology ethically and appropriately to facilitate practice outcomes
☐	☐	☐	☐	☐	☐	Intern uses supervision and consultation to guide professional judgment and behavior

Competency 2 - Engage Diversity and Difference in Practice

Lacking	Inadequate	Competent	Superior	Mastered	Not Observ.	
☐	☐	☐	☐	☐	☐	Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the **micro** level
☐	☐	☐	☐	☐	☐	Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the **mezzo** level
☐	☐	☐	☐	☐	☐	Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the **macro** level
☐	☐	☐	☐	☐	☐	Intern presents themselves as learners to clients and constituencies
☐	☐	☐	☐	☐	☐	Intern engages clients and constituencies as experts of their own experiences
☐	☐	☐	☐	☐	☐	Intern applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Competency 3 - Advance Human Rights and Social, Economic, and Environmental Justice

Lacking	Inadequate	Competent	Superior	Mastered	Not Observ.	
☐	☐	☐	☐	☐	☐	Intern applies their understanding of social justice to advocate for human rights at the individual and system levels
☐	☐	☐	☐	☐	☐	Intern applies their understanding of economic justice to advocate for human rights at the individual and system levels
☐	☐	☐	☐	☐	☐	Intern applies their understanding of environmental justice to advocate for human rights at the individual and system levels
☐	☐	☐	☐	☐	☐	Intern engages in practices that advances **social** justice
☐	☐	☐	☐	☐	☐	Intern engages in practices that advances **economic** justice
☐	☐	☐	☐	☐	☐	Intern engages in practices that advances **environmental** justice

Competency 4 - Engage In Practice-Informed Research and Research-Informed Practice

Lacking	Inadequate	Competent	Superior	Mastered	Not Observ.	
☐	☐	☐	☐	☐	☐	Intern uses theory to inform scientific inquiry and research
☐	☐	☐	☐	☐	☐	Intern uses practice experience to inform scientific inquiry and research
☐	☐	☐	☐	☐	☐	Intern applies critical thinking to engage in analysis of ***quantitative*** research methods and research findings
☐	☐	☐	☐	☐	☐	Intern applies critical thinking to engage in analysis of ***qualitative*** research methods and research findings
☐	☐	☐	☐	☐	☐	Intern uses and translates research evidence to inform and improve practice, policy, and service delivery.

Competency 5 - Engage in Policy Practice

Lacking	Inadequate	Competent	Superior	Mastered	Not Observ.	
☐	☐	☐	☐	☐	☐	Intern Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
☐	☐	☐	☐	☐	☐	Intern assesses how social welfare and economic policies impact the delivery of and access to social services
☐	☐	☐	☐	☐	☐	Intern applies critical thinking to analyze policies that advance human rights and social, economic, and environmental justice
☐	☐	☐	☐	☐	☐	Intern applies critical thinking to formulate policies that advance human rights and social, economic, and environmental justice

Competency 5 - Engage in Policy Practice (Continued)

Lacking	Inadequate	Competent	Superior	Mastered	Not Observ.	
☐	☐	☐	☐	☐	☐	Intern applies critical thinking to advocate for policies that advance human rights and social, economic, and environmental justice

Competency 6 - Engage w/ Individuals, Families, Groups, Organizations & Communities

Lacking	Inadequate	Competent	Superior	Mastered	Not Observ.	
☐	☐	☐	☐	☐	☐	Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
☐	☐	☐	☐	☐	☐	Intern uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7 - Assess Individuals, Families, Groups, Organizations, and Communities

Lacking	Inadequate	Competent	Superior	Mastered	Not Observ.	
☐	☐	☐	☐	☐	☐	Intern collects and organizes data, and apply critical thinking to interpret information from clients and constituencies
☐	☐	☐	☐	☐	☐	Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
☐	☐	☐	☐	☐	☐	Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
☐	☐	☐	☐	☐	☐	Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8 - Intervene w/ Individuals, Families, Groups, Organizations & Communities

Lacking	Inadequate	Competent	Superior	Mastered	Not Observ.	
☐	☐	☐	☐	☐	☐	Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies
☐	☐	☐	☐	☐	☐	Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
☐	☐	☐	☐	☐	☐	Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes
☐	☐	☐	☐	☐	☐	Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies
☐	☐	☐	☐	☐	☐	Intern facilitate effective transitions and endings that advance mutually agreed-on goals

Competency 9 - Evaluate Practice w/ Indiv., Families, Groups, Organizations & Comm.

Lacking	Inadequate	Competent	Superior	Mastered	Not Observ.	
☐	☐	☐	☐	☐	☐	Intern selects and uses appropriate methods for evaluation of outcomes
☐	☐	☐	☐	☐	☐	Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
☐	☐	☐	☐	☐	☐	Intern critically analyzes, monitors, and evaluates intervention and program processes and outcomes
☐	☐	☐	☐	☐	☐	Intern applies evaluation findings to improve practice effectiveness at the **micro** level
☐	☐	☐	☐	☐	☐	Intern applies evaluation findings to improve practice effectiveness at the **mezzo** level
☐	☐	☐	☐	☐	☐	Intern applies evaluation findings to improve practice effectiveness at the **macro** level

THANK YOU FOR TAKING THE TIME TO ANSWER THESE QUESTIONS. WE HOPE THE INFORMATION THAT IS COLLECTED WILL NOT ONLY HELP YOUR PROGRAM BUT SOCIAL WORK EDUCATION IN GENERAL.

FP.D.4

OVERALL EVALUATION:

Recommendations: Please indicate the intern's specific strengths and learning/developmental needs that can help us to more effectively understand and assist the student in internship practicum and post-graduate planning.

Recommended final grade: Pass_____Fail_____Incomplete _____

Intern's evaluation of own practice (must be completed by student)

APPENDIX T

LONG ISLAND UNIVERSITY

SWK 703 & SWK 704: Midterm Evaluation Practicum Instruction III & IV
2nd Year MSW Students
****To Be Completed in the middle of the Fall and Spring semesters*****

Student_____Campus _____

Agency_____Practicum Instructor _____

Please indicate **E** for Exemplary, **S** for Satisfactory; **MBP** for May Be Problematic; **P** for Problematic, or **NYD** for Not Yet Determined in the following areas:

Student demonstrates:

_____ understanding of the agency as a social welfare system and organization.
_____understanding of the social problem addressed by the agency.
_____understanding of the agency's (program's) mission, policies and practices.
_____understanding of the knowledge base of the profession.
_____operationalization of professional values and ethics.
_____professional behavior and self-awareness.
_____basic understanding of the person-in-environment perspective.
_____appropriate utilization of general practice skills.
_____identification with the role of the generalist practitioner
_____flexibility in playing a number of social work roles and shifting them as circumstances deem fit.
_____utilization of a wide array of resources and skills to help diverse clients.
_____appreciation of the diverse aspects of the client population.
_____empathy and multi-level understanding of the client.
_____interviewing, communication, and relationship-building skills.
_____understanding of the nature and locus of the client's problem.
_____ability to deal with the expressed and unexpressed feelings of clients.
_____utilization and integration of information from the supervisor, seminar and practice classes, colleagues and literature in the helping process.
_____awareness of own limitations in knowledge, process or skills.
_____personal responsibility for own interventions.
_____ability to personally and professionally separate one's own issues from the issues of the client.

_____appreciation of boundary issues vis-à-vis agency, worker and student role constraints and parameters.
_____practical understanding of the emotional, social and political dynamics of the helping process.
_____appropriate utilization of the supervisory process.
_____willingness to follow up on recommendations made in supervision.
_____responsibility for own learning.
_____comfort in dealing with the authority of the field instructor.
_____accountability to clients, agency, supervisor and professional ethos
_____ability to identify an underserved population at risk that can be better served by the agency.

Work Skills:

_____Respects agency protocol.
_____Observes organizational hierarchy
_____Collaborates well with agency staff.
_____Uses community resources appropriately
_____Fulfills administrative responsibilities in a timely manner.
_____Participates in agency functions/meetings appropriately
_____Arrives on time.
_____Dresses appropriately for agency setting.
_____Completes required hours.
_____Accepts constructive criticism.
_____Submits process recordings/assignments in a timely manner.
_____Uses supervision constructively

Comments:

_____ _____
Practicum Instructor's Signature Date

_____ _____
Student's Signature Date

APPENDIX U

LONG ISLAND UNIVERSITY

Long Island University Master of Social Work Program

SWK 703 & 704 Practicum Instructor Evaluation of Student Advanced Competency

THIS FORM IS SENT AS A WEB LINK.

APPENDIX V

LONG ISLAND UNIVERSITY

STUDENT EVALUATION OF INTERNSHIP PRACTICUM PLACEMENT

_____

Name of Agency Telephone Number

Semester/Year_____ Campus: _____

_____

Address of Agency

_____

Name of Practicum Instructor

Please comment briefly on the following:

1. Did your practicum instructor have regularly scheduled weekly meetings with you?
   Yes _____No _____

2. Did you receive orientation sufficient to help you understand your role in theagency?
   Yes _____No _____

3. Was this practicum site supportive to the needs of Social Workstudents?
   Yes _____No _____

Please explain_

4.Were cases/projects/tasks assigned fromthe beginning?_Yes_____No_____
If no, why not?_____

Discuss your duties as a Social Workintern.

_____

_____

_____

_____

_____

5.Did you feel that your work in the internship complemented your Social Work coursework?

_____Yes _____No

Why or why not?

_____

_____

_____

6.Was your practicum experience meaningful to your personal and professional development?

_____Yes _____No

Explain._____

_____

_____

7.Discuss the quality of supervision as you perceive it.

_____

_____

_____

8.Overall, how would you grade your internship experience?

_____A = Excellent
_____B = Good
_____C = Average
_____D = Below Average
_____F = Poor

9.Would you recommend this placement to another Social Work student?

_____Yes _____No

10.Please list any other comments or suggestions for this placement.

_____

_____

11.Discuss any changes that would strengthen or improve the quality of the Field Education Program.

_____

_____

APPENDIX W

LONG ISLAND UNIVERSITY

Practicum Instructor's Evaluation of LIU's Social Work Program

	Yes	No
1. Did the introductory practicum orientation and packet you received at the start of the semester/academic year: - provide adequate information on your expected responsibilities as a practicum instructor? - provide adequate explanation as to educational requirements of students in practicum? - provide adequate explanation of the role of the program in over-seeing the practicum process?		
2. In general, do you approve of our policy of having the prospective practicum student initiate a pre-placement interview with your agency for an internship placement, before formally contracting with the school?		
3. Was the faculty practicum liaison accessible over the course of the placement to deal with issues arising around the student's progress?		
4. Was the faculty practicum liaison responsive to any questions or concerns you had about the student in internship?		
5. Was the Director of Field Education accessible over the course of the semester to address any issues around policies, procedures, requirements, or other issues related to internship practicum?		
6. Was the Director of Field Education responsive to any questions or concerns you had about the practicum?		
7. Do you feel your work as a practicum supervisor is adequately recognized and appreciated?		
8. In what ways can the program more readily express their appreciation for your services as a practicum instructor?		
9. What would you say is the most significant strength of our program?		
10. What would you say is the most significant weakness or limitation of this program?		

11. If you were running the practicum component of our program, what would you do differently?		
12. Are there any issues, policies, procedures, etc. you would like to see the program address during the coming year? If yes, what are they?	Yes	No
13. What trainings, committees, meetings, etc. would you like to see the program offer that could better assist you in your duties as a practicum instructor?		
14. Would you recommend a colleague or collateral agency that needed a social work student to our program? If no, why not?	Yes	No
15. What suggestions do you have for improving the program?		

16. On a scale of 1-5 with 1 signifying very unsatisfactory and 5 signifying very satisfactory, please rate the LIU MSW program's performance in achieving its program goals as evidenced in your student(s)' abilities?

____I. Apply critical thinking skills within the context of professional social work practice.

____II. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

____III. Practice without discrimination and with respect, knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

____IV. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

____V. Understand and interpret the history of the social work profession and its contemporary structures and issues.

____VI. Apply the knowledge and skills of generalist social work practice with systems of all sizes.

____VII. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

____VIII. Analyze, formulate, and influence social policies.

____IX. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.

____X. Use communication skills differently across client populations, colleagues, and communities.

____XI. Use supervision and consultation appropriate to social work practice.

____XII. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

17. Overall, how would you say our students rate in terms of your expectations of their preparedness for beginning internship practicum?

_____Student surpassed my expectations
_____Student met my expectations
_____Student fell below my expectations

Please elaborate

18. Overall, how do you think our program rates in relation to other social work programs?

_____Superior to other programs
_____On par with other programs
_____Inferior to other programs

Please elaborate

Additional comments and recommendations: (Continue on other side if needed). Thank you so much for your valuable feedback!!

APPENDIX X

LONG ISLAND UNIVERSITY

Faculty Practicum Liaison's Evaluation of the Student's Practicum

Name of agency/ internship site_____Campus: _____

Name of practicum instructor _____

Semester/year_____Liaison's name_____

	Yes	No
A. The Practicum: (Please note that the practicum, and the agency where the practicum is located, may be disparate). In your opinion, did this internship experience afford the student the opportunity…		
1. to develop and employ the knowledge learned in the practicum seminar class?		
2. to develop competence in beginning practice skills with (check all that apply)		
_____individuals		
_____families		
_____groups		
_____communities		
_____organizations and institutions?		
3. to directly impact on issues of (check all that apply)		
_____social inequality		
_____social injustice		
_____empowerment to oppressed populations and populations at risk?		
4. to develop self-awareness and personal growth?		
5. to apply the problem-solving model to practice with various problems and multiple size systems?		
6. further students' appreciation of, receptivity to, and skill in working with diverse populations?		
7. to develop an understanding of the interrelationship between research, social policy, and practice and how it plays out in service delivery to the client population?		
8. to perform a broad range of roles within the generalist paradigm; advocate, mediator, broker, etc.?		

B. The agency: In your opinion, does the agency….		
1. have competent practicum instructors and staff to provide effective supervision and professional learning?		
2. have a commitment to (check all that apply)		

	Yes	No
____social work ethics and values		
____social justice		
____the continuing educations of social work professionals		
____training of social work students		
3. have clearly defined services, whose mission and values are compatible with Social Work?		
4. have a mission that includes service to diverse populations and populations at risk?		
And provides opportunity to serve diverse populations and populations at risk?		
5. Provide appropriate learning experience for students including direct service assignments in (check all that apply)		
____case work		
____group work		
____community organization		
____administration		
____research		
6. Provide for student participation in staff conferences, training, and seminars?		
7. Have available workspace and resources for the student to carry out the professional role?		
8. Provide the practicum instructor with adequate time to provide supervision and guidance to the student, as well as to review process recordings, prepare written evaluations, confer with the field liaison and attend, if possible, orientation and training sessions at LIU?		
C. The practicum instructor To your knowledge…		
1. does the practicum instructor hold a MSW degree from a school accredited by the Council on Social Work Education?		
2. does the practicum instructor have a minimum of three or more years of post-graduate experience in the mental health profession?		
3. Has the Practicum Instructor completed the Seminar in Field Instruction/ Seminar in Practicum Instruction (SIFI/SIPI)?		
4. does the practicum instructor demonstrate sensitivity to the learning needs of students from all population group including (check all that apply)		
____women		
____people of color		
____gays and lesbians		
____persons with disabilities?		
____other		
5. does the practicum instructor demonstrate commitment to the education of social work students?		

6. has the practicum instructor cooperated and participated with you in the development, monitoring and review of a well-integrated practicum for the student?		
7. has the practicum instructor been physically available to the student during the same hours the student is in placement?		
8. has the practicum instructor provided a minimum of 1 hour of individual supervision per week to the student(s)?		
9. has the practicum instructor completed all necessary written contracts, forms, evaluations, and project and learning contracts with or on behalf of the student?		
10. has the practicum instructor been available for periodic interviews with you regarding the student's progress?		
11. did the practicum instructor select educationally appropriate assignments for the student?		
12. did the practicum instructor maintain open and honest communication with the student?		

D. Overall recommendation

Should the program continue utilizing this internship practicum placement?___Yes___No

Should the program continue utilizing this practicum instructor?_Yes_____No

E. Additional comments and recommendations (write on back).

_____

Faculty Practicum Liaison's Signature and Date

APPENDIX Y

LONG ISLAND UNIVERSITY

LIU MSW Program Agreement to Extend Practicum

LIU Post_____LIU Brooklyn _____

I, (Student Name)_____, met with_____on _____.

Regarding:

Extension of internship practicum until_____in order to meet required_ _____hours in the practicum. Failure to meet this requirement will affect my ability to advance in the program.

I understand that I must complete the_____hours by_____.

_____ _____

Student Signature Date **Faculty member signature Date**

Practicum Instructor Signature **Date**

APPENDIX Z

LONG ISLAND UNIVERSITY

LIU MSW Program

Agreement in Outcome of Student Review Committee Meeting

LIU Post_____LIU Brooklyn _____

I, (Student Name)_____, attended a meeting with _____

on_____(date) regarding the following issue(s):

_____

_____

_____

I acknowledge that_____

_____

The issue will be addressed by (actions and timeframe) _____

_____

_____

I understand that the deficiencies described above constitute a failure to meet the programs' requirements, and if not corrected as indicated above may result in my inability to remain in the social work program.

_____ _____

Student Signature Date **Faculty member signature Date**

(for additional information regarding student reviews and appeals, please see the Social Work Student Manual)

Appendix AA

LONG ISLAND UNIVERSITY

NASW Code of Ethics

From: https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.
Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values and the principles that flow from them must be balanced within the context and complexity of the human experience.

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

Purpose of the NASW Code of Ethics:

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.

3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.

6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

*For information on NASW adjudication procedures, see NASW Procedures for the Adjudication of Grievances.
The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference.
Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to

uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, “technology-assisted social work services” include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service

Ethical Principle: Social workers' primary goal is to help people in need and to address social problems.

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person

Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships

Ethical Principle: Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. They engage people as partners in the helping process and seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: Integrity
Ethical Principle: Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence
Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and apply them in practice. They should aspire to contribute to the profession's knowledge base.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues,
(3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients
1.01 Commitment to Clients
Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may, on limited occasions, supersede the loyalty owed to clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination
Social workers respect and promote clients' right to self-determination and assist clients in their efforts to identify and clarify their goals. However, social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent
(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. They should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should also provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of them or permitting a third party to observe service provision.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Awareness and Social Diversity
(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest
(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples or family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker’s presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation,

gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality
(a) Social workers should respect clients' right to privacy and not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and the limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent, and such disclosure could cause harm to the client, social workers should

request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for promptly notifying clients of any breach of confidential information.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies on using electronic technology, including Internet-based search engines, to gather information about clients, consistent with prevailing social work ethical standards.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

(s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(v) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(w) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) Social workers should develop and inform clients about their policies on using technology to provide clients with access to their records, consistent with prevailing social work ethical standards.

(c) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships
(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact
Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment
Social workers should not sexually harass clients. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

1.12 Derogatory Language
Social workers should not use derogatory language in their written, verbal, or electronic communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services
(a) Social workers should ensure that fees are fair, reasonable, and commensurate with the services performed. They should also consider clients' ability to pay.
(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the

full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services
Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

1.16 Referral for Services
(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that other services are required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

1.17 Termination of Services
(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues
2.01 Respect
(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality
Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration
(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues
(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation
(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Sexual Relationships
(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.07 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

2.08 Impairment of Colleagues
(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.09 Incompetence of Colleagues
(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Unethical Conduct of Colleagues
(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including unethical conduct using technology.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, the NASW National Ethics Committee, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings
3.01 Supervision and Consultation
(a) Social workers who provide supervision or consultation (whether in-person or remotely) should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training
(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation
Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records
(a) Social workers should take reasonable steps to ensure that documentation in electronic and paper records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

3.05 Billing
Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer
(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration
(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development
Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers
(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes
(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals
4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination
Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

4.03 Private Conduct
Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment
(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation
(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations
(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit
(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession
5.01 Integrity of the Profession
(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research
(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(g) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(h) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.